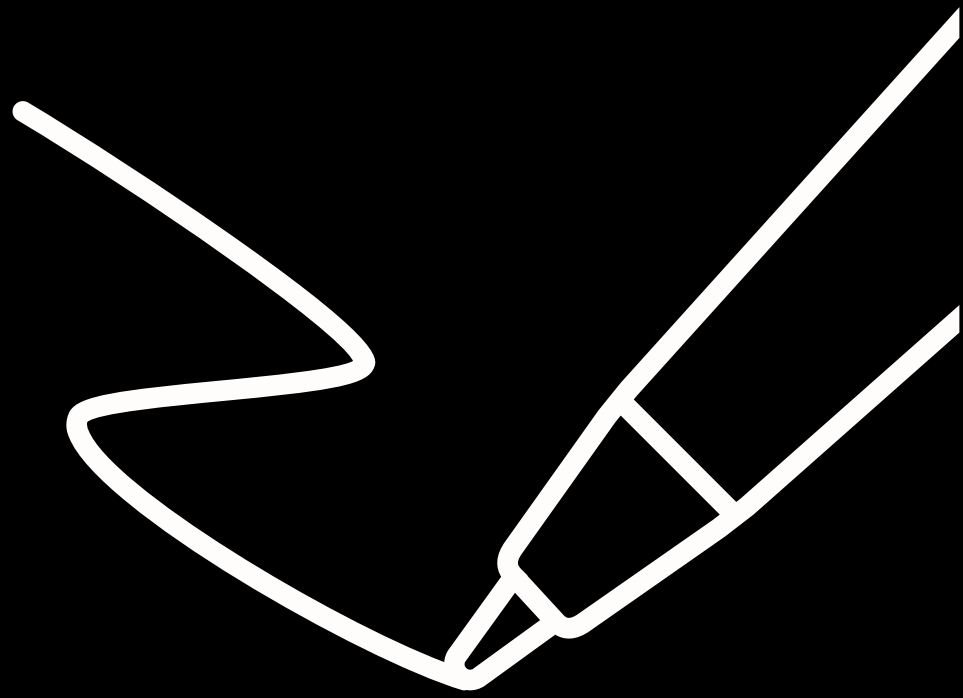
ual:

Talking about things we can see



CSM Outreach CPD

29/04/23

Laura Knight / Course Leader / MA Communicating Complexity / Central Saint Martins

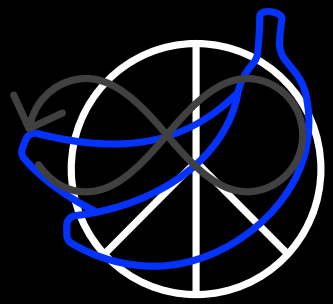
ual:

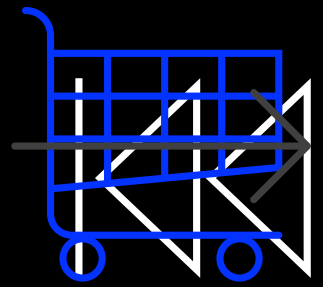
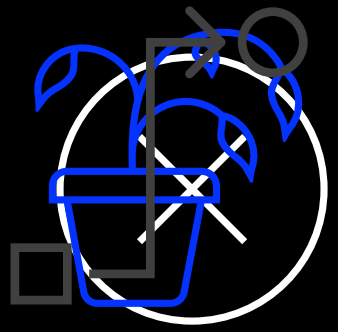
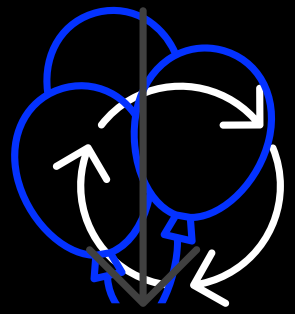
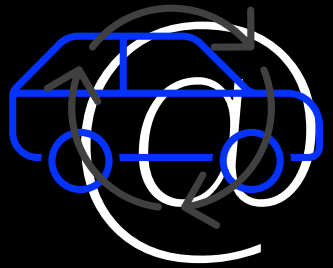
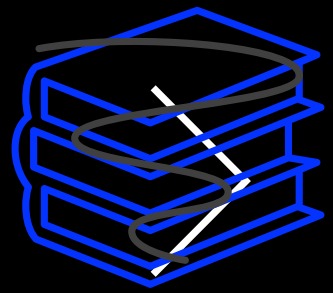
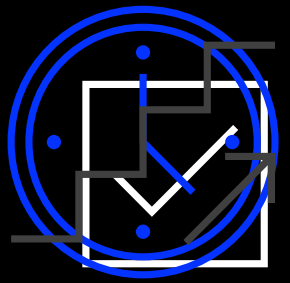
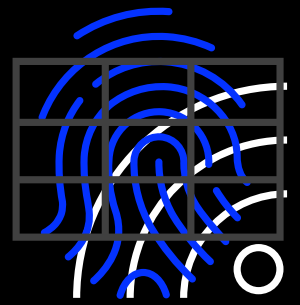
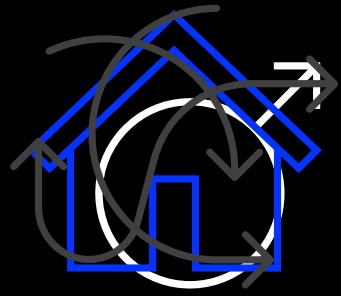
Session aims

- → Introduce key concepts in mapping, data viz and diagramming
- → Complete a series of practical visualisation exercises
- → Consider and discuss existing methods and practices
- → Design your own visual exercises
- → Develop a visual prototype based on your own context

ual:

Introductions



ual:

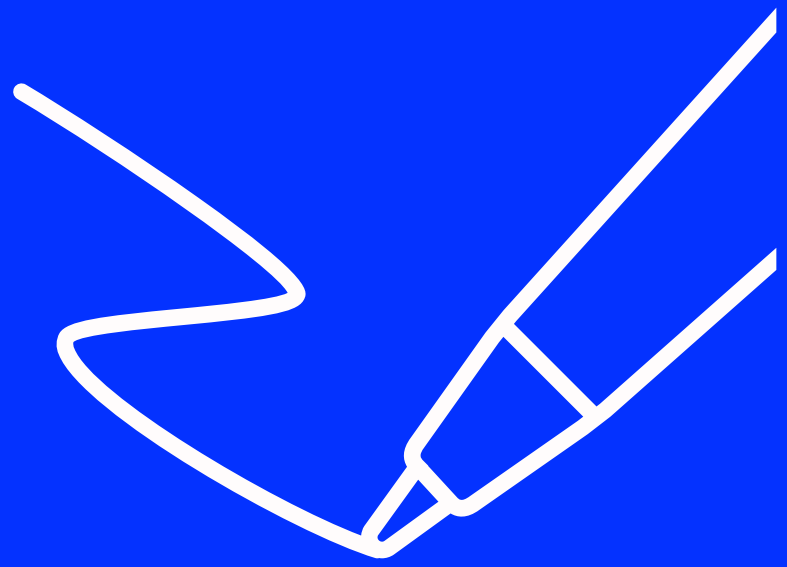
Session aims

→ Introduce key concepts in mapping, data viz and diagramming
→ Complete a series of practical visualisation exercises
→ Consider and discuss existing methods and practices
→ Design your own visual exercises
→ Develop a visual prototype based on your own context

ual:

draw | 5 mins

⟶ Visualise your journey from home to here today



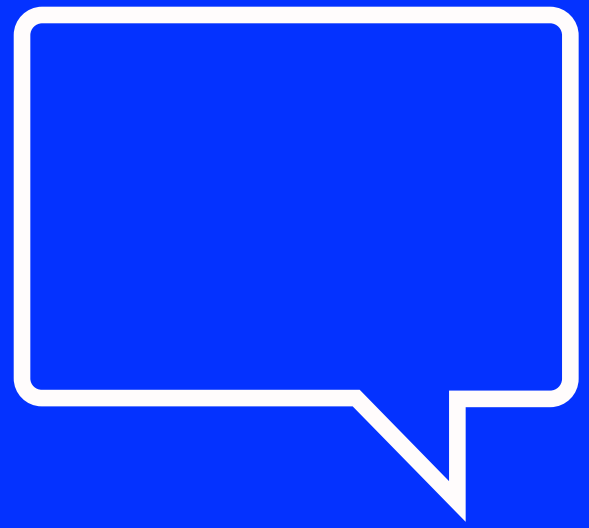
ual:

share | 20 mins

⟶ What do you notice about the different ways people have approached the brief?

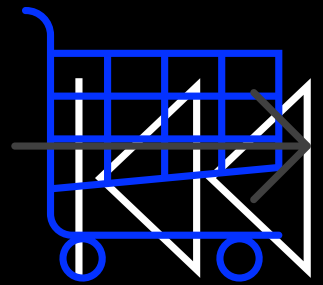
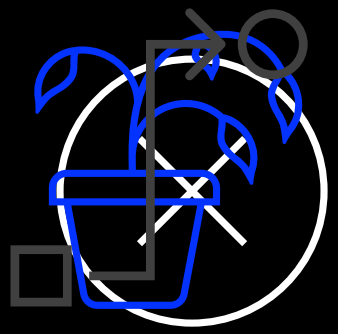
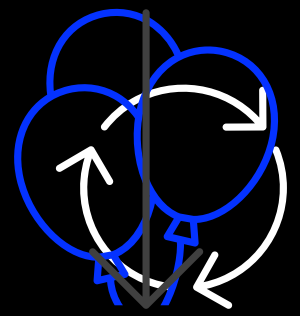
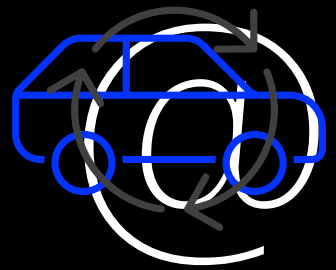
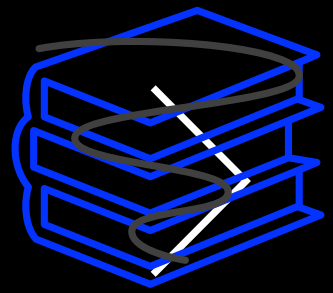
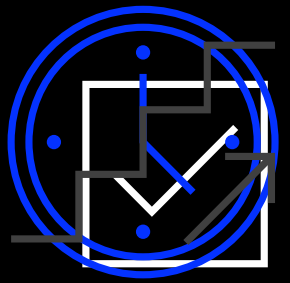
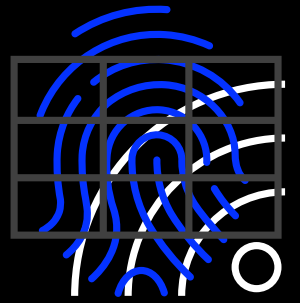
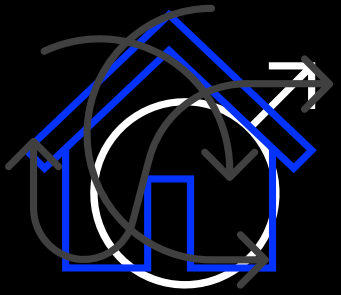
⟶ How are the visuals similar?

⟶ How are they different?



ual:

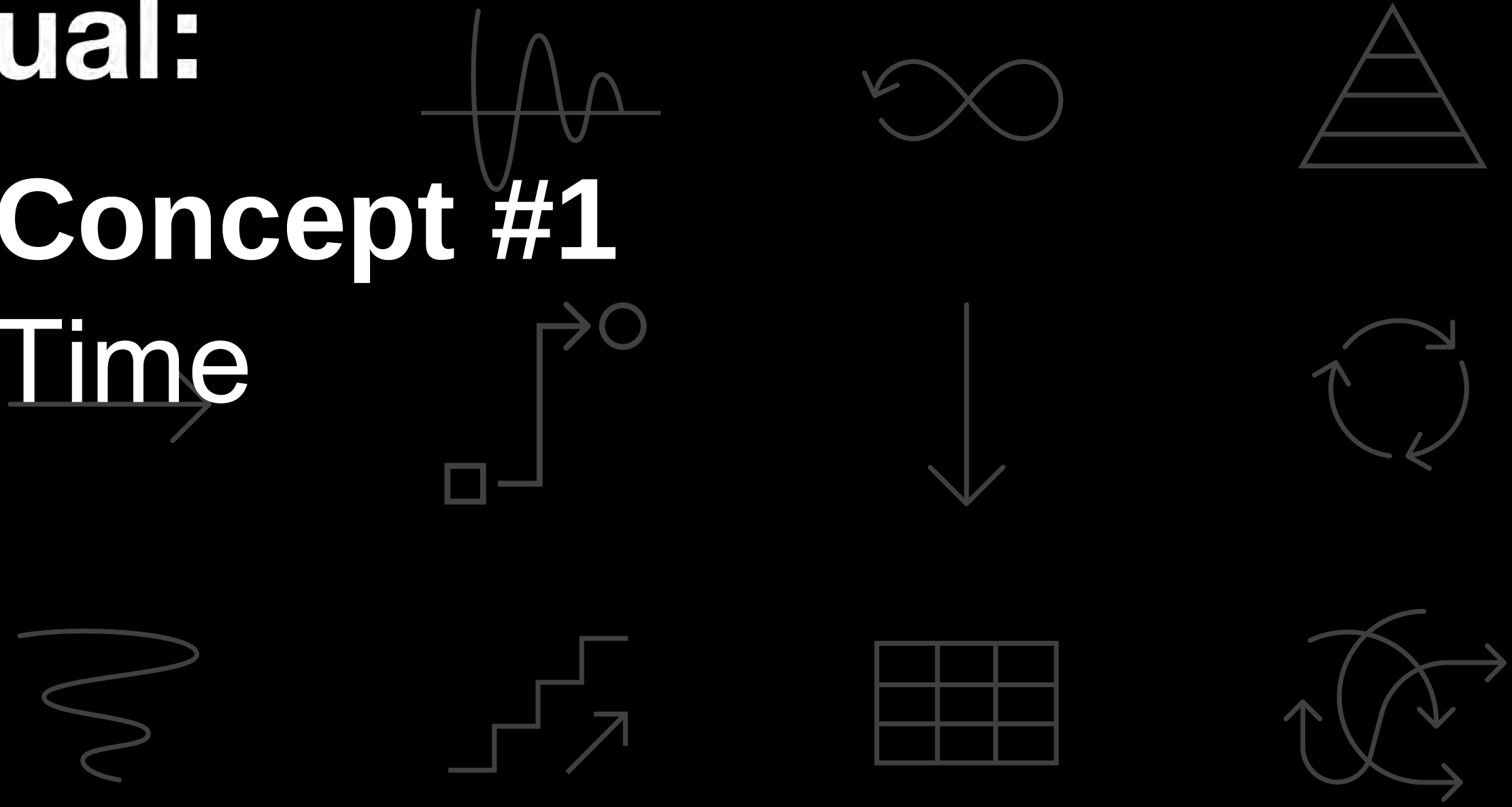
Key concepts

ual:

Concept #1

Time



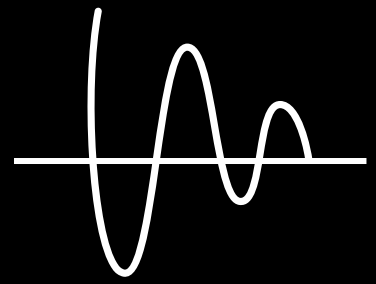
ual:

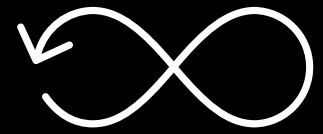
time

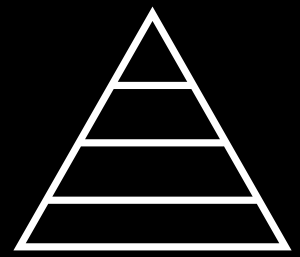
Often visualized horizontally from left to right

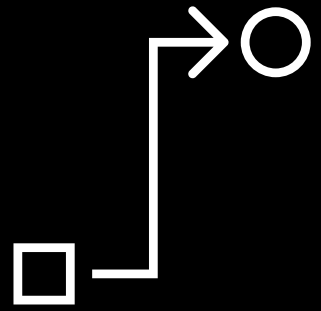
(although this is a very western bias)

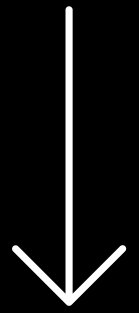
ual:

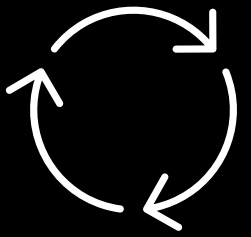


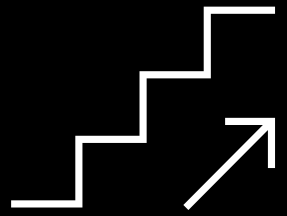


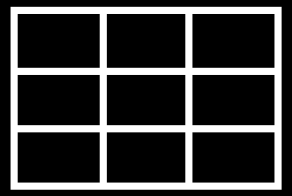


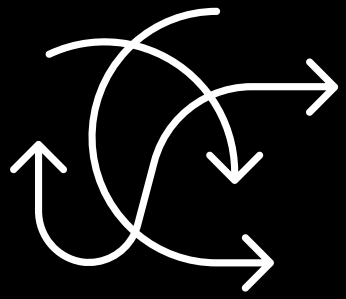












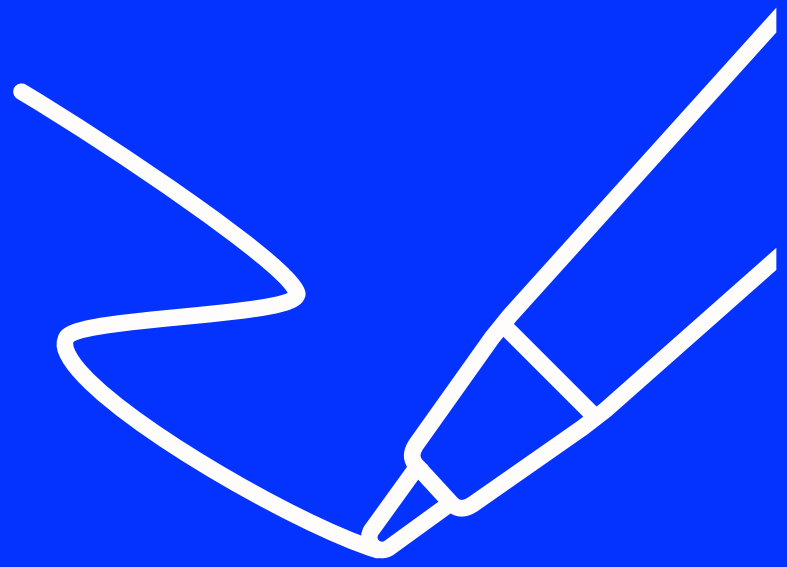
ual:

draw | 5 mins

⟶ take your journey

⟶ visualise it again

⟶ use a different representation of time



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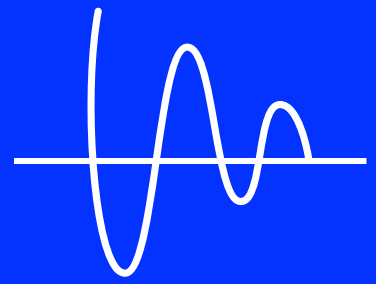
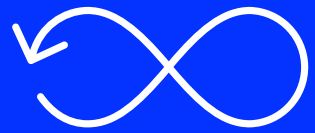
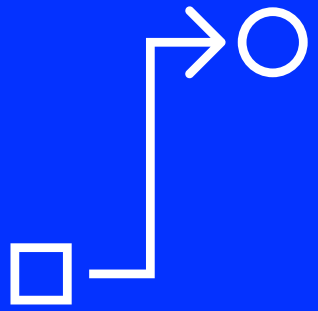
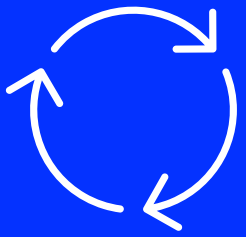
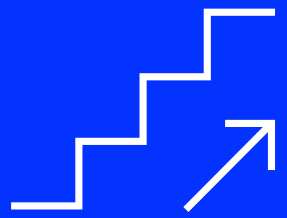
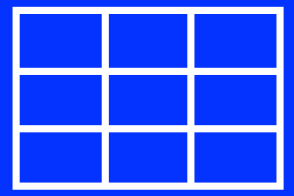


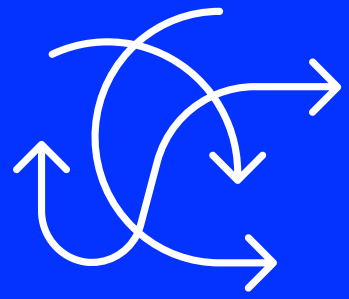








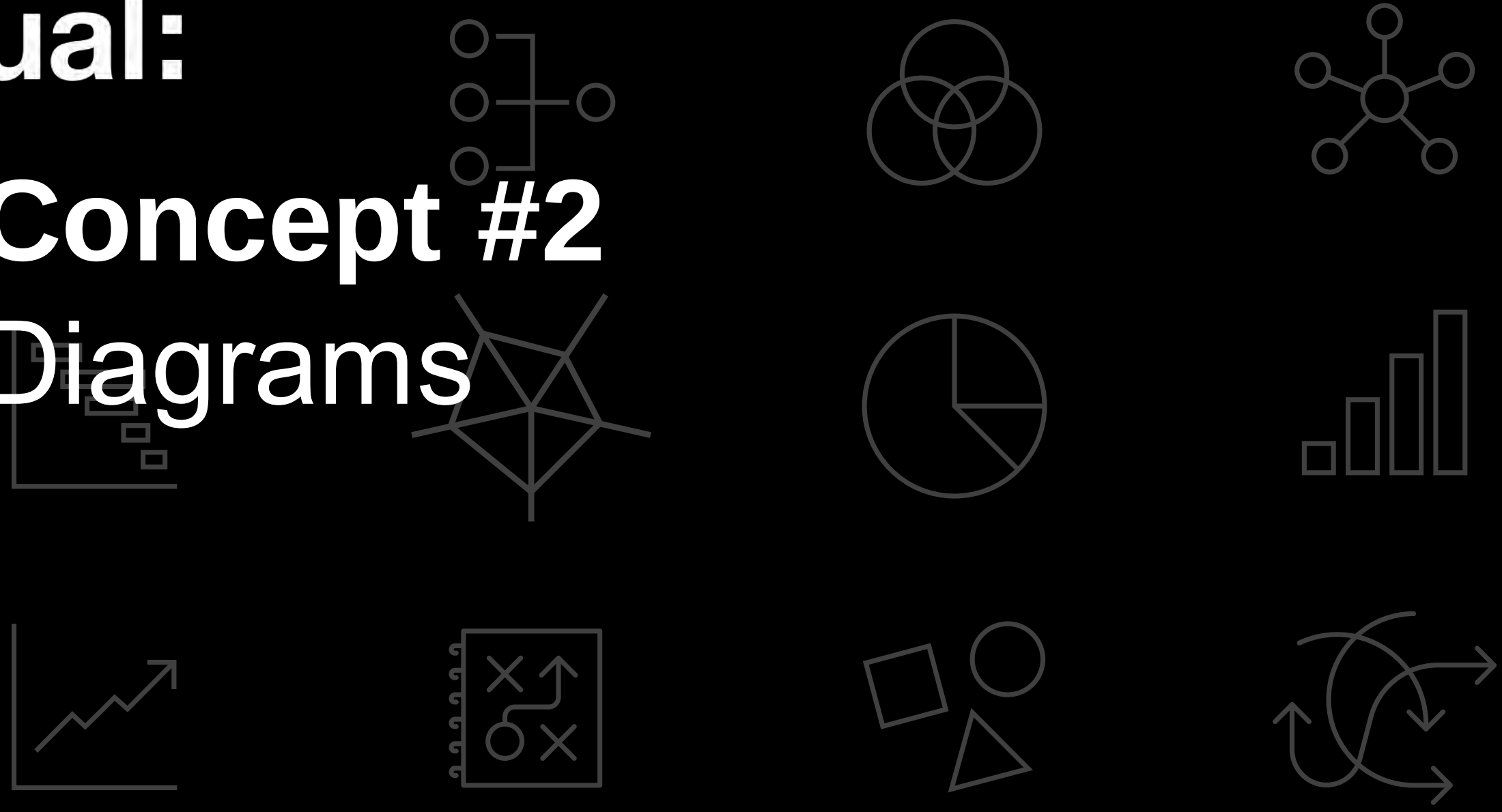




ual:

Concept #2

Diagrams



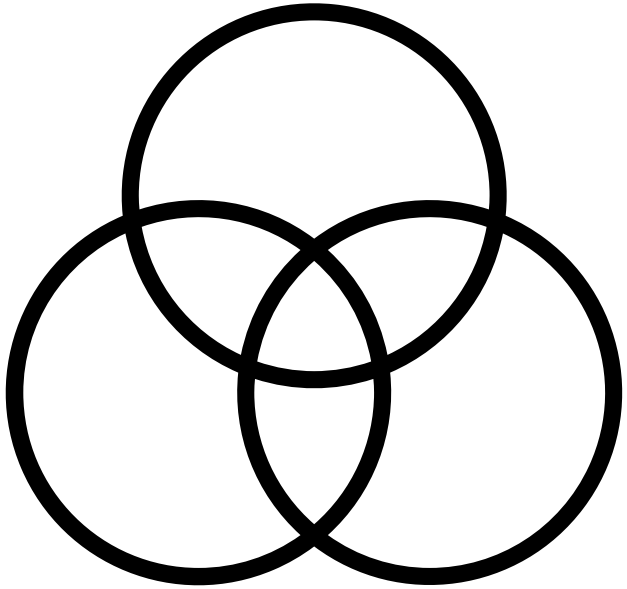
ual:

diagrams

→ communicate relationships

→ use simple shapes and lines

→ can be quantitative



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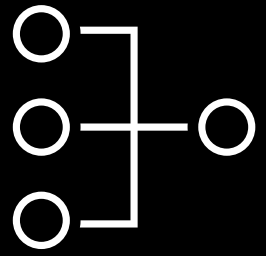
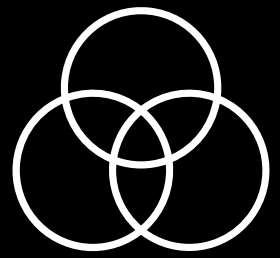
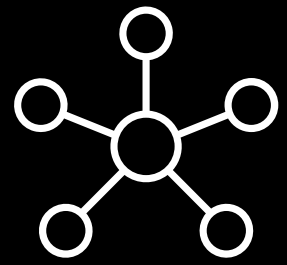
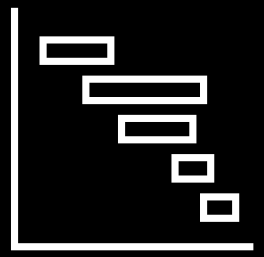
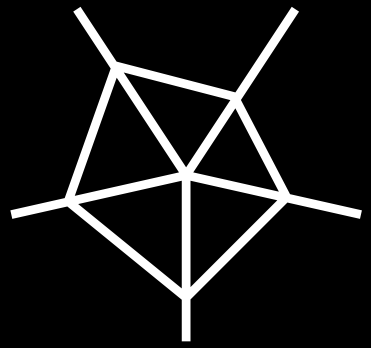
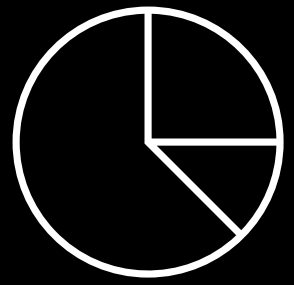


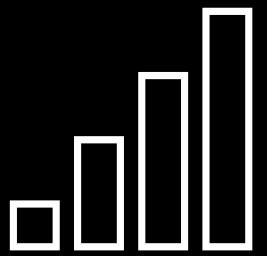


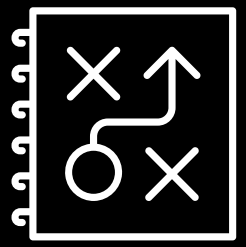


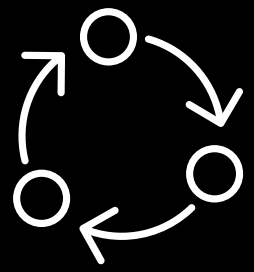


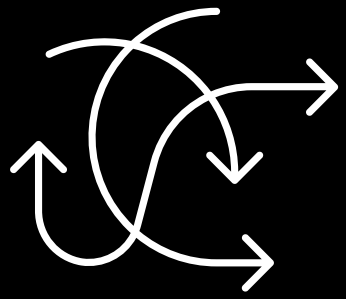










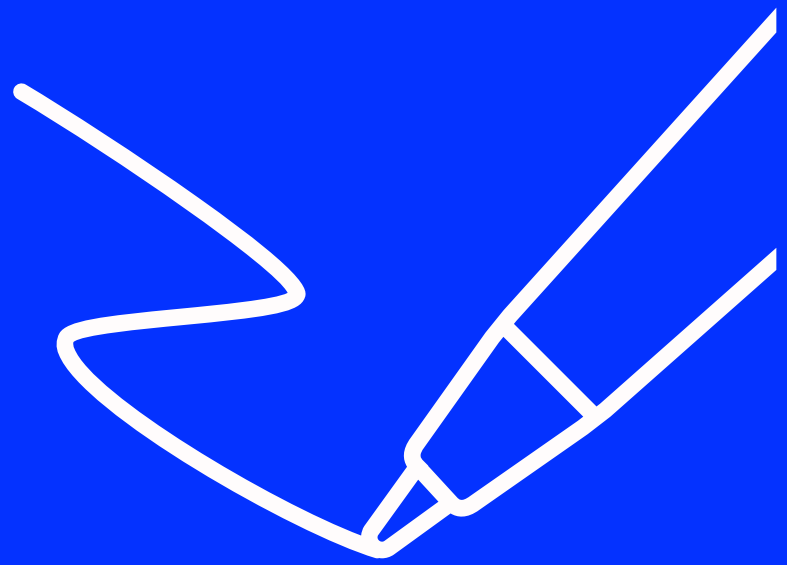


ual:

draw | 5 mins

⟶ Visualise your journey again as a diagram

⟶ Use a different diagrammatic base



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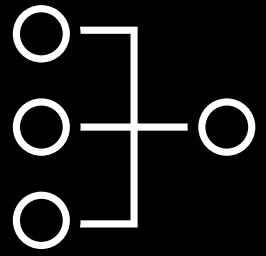

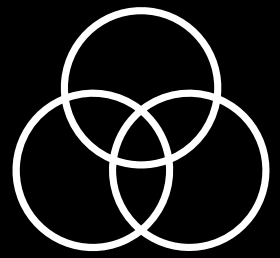

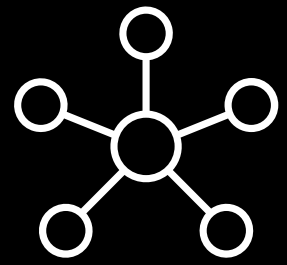

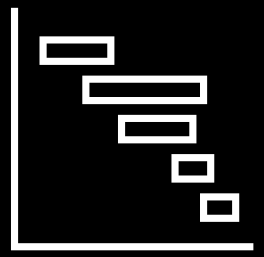

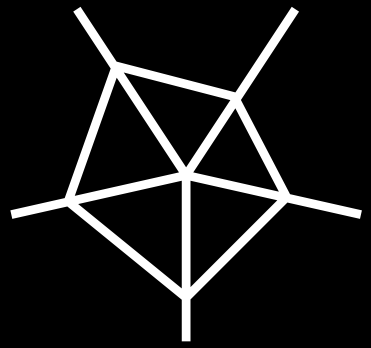

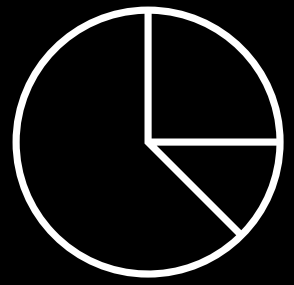

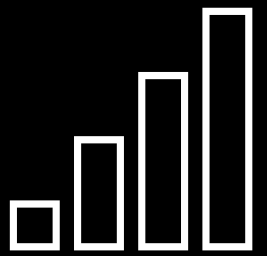

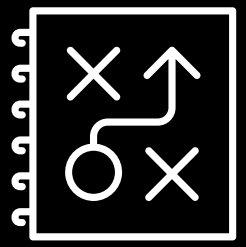

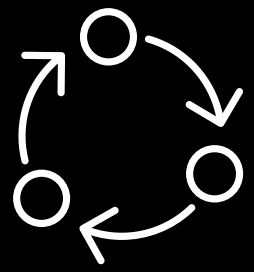

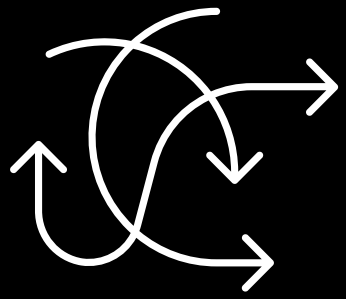

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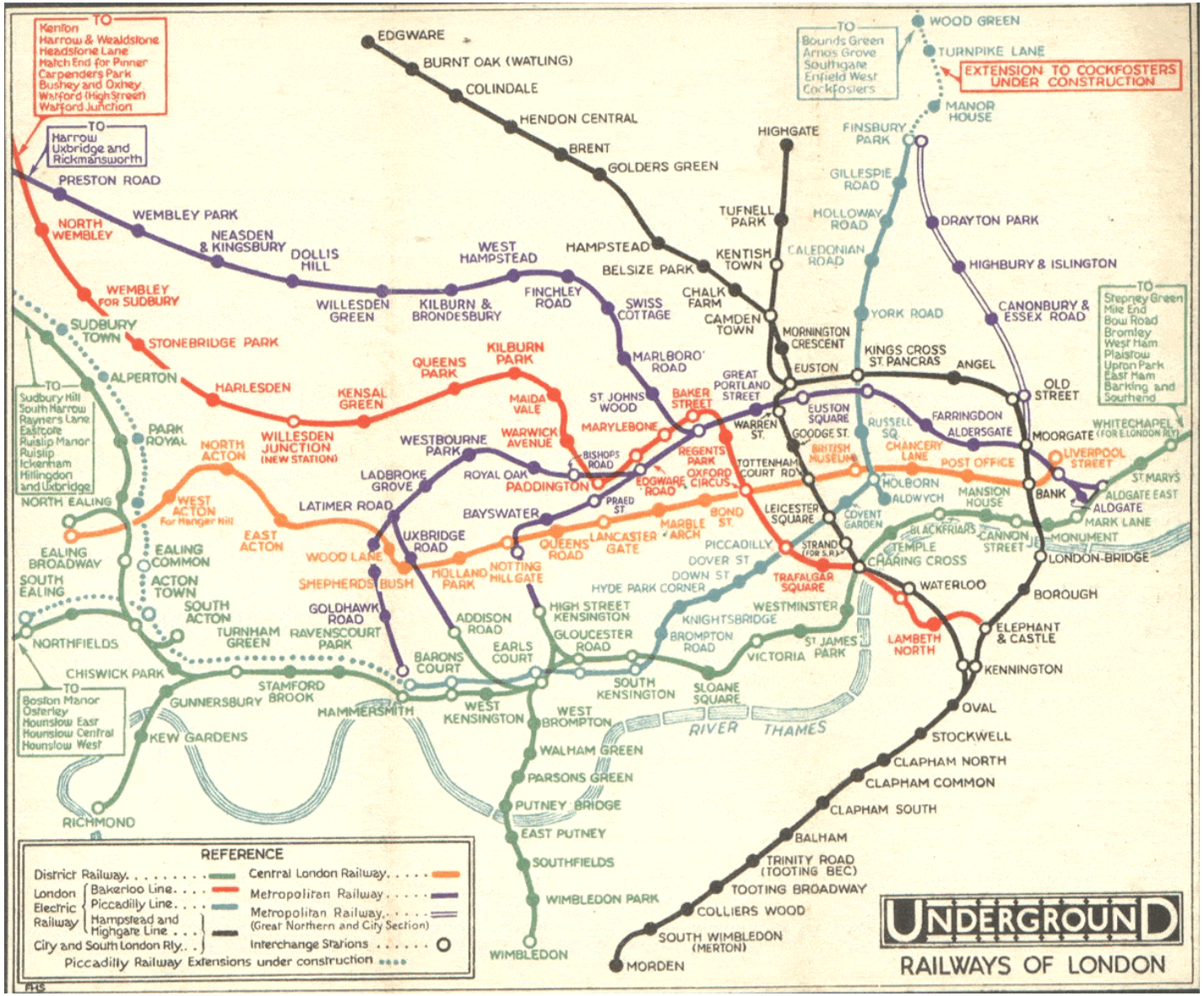
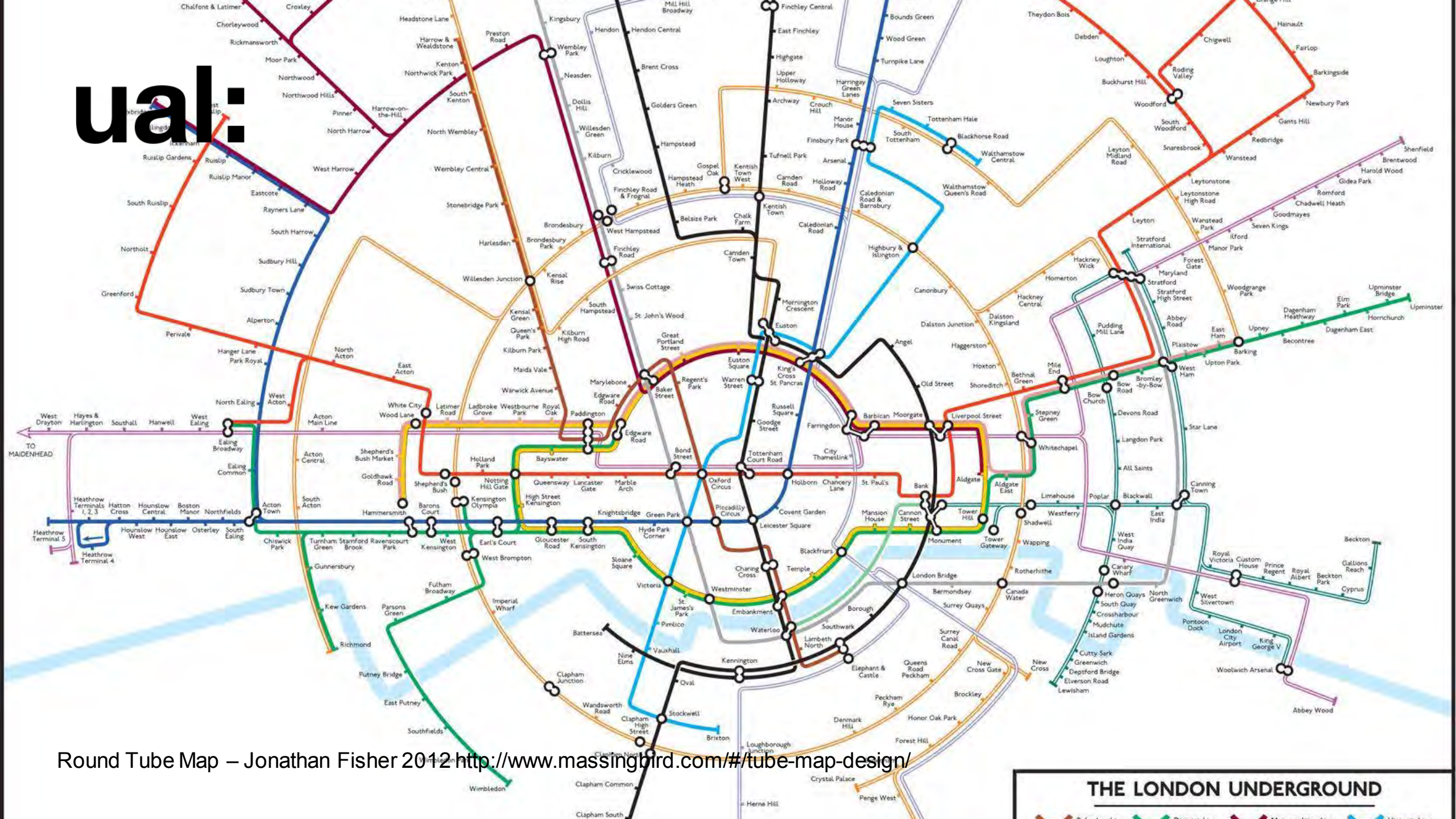


Tube Map 1932

ual:
UNDERGROUND
Key to lines
Bakerloo
Central
peak hours only
Circle
District
East London
Metropolitan
peak hours only
Northern
Piccadilly
Victoria
Interchange stations
Connections with National Rail
Connections with National Rail within walking distance
Connections with riverboat services
Airport interchange
Closed Sundays
Rickmansworth
Moor Park
West Ruislip
Northwood
Northwood Hills
Pinner
North Harrow
Harrow-on-the-Hill
Harrow & Wealdstone
Kenton
Stanmore
Canons Park
Queensbury
Kingsbury
Hillingdon
Uxbridge
Ickenham
Ruislip
Ruislip Manor
Eastcote
Preston Road
Northwick Park
South Ruislip
Northolt
Greenford
Perivale
Hanger Lane
Alperton
Sudbury Hill
Sudbury Town
South Harrow
South Kenton
North Wembley
Wembley Central
Stonebridge Park
Harlesden
Willesden Junction
Wembley Park
Neasden
Dollis Hill
Willesden Green
Kilburn
West Hampstead
Edgware
Burnt Oak
Colindale
Hendon Central
Brent Cross
Golders Green
Hampstead
Finchley Road & Frognal
Finchley Road
Swiss Cottage
St. John's Wood
Brondesbury Park
Kensal Rise
Brondesbury
Kensal Green
Queen's Park
Kilburn Park
Maida Vale
Warwick Avenue
Royal Oak
Westbourne Park
Ladbroke Grove
Latimer Road
White City
Park Royal
North Ealing
North Acton
Ealing Broadway
West Acton
East Acton
Acton Central
Acton Town
South Acton
Ealing Common
South Ealing
Northfields
Boston Manor
Osterley
Hounslow East
Heathrow Terminals 1, 2, 3
Heathrow Terminal 4
Hounslow Central
Hounslow West
Hatton Cross
Shepherd's Bush
Shepherd's Bush
Kensington (Olympia)
Goldhawk Road
Hammersmith
Barons Court
Turnham Green
Stamford Brook
Ravenscourt Park
Chiswick Park
Gunnersbury
Kew Gardens
Richmond
Holland Park
Queensway
Bayswater
Paddington
Paddington
Edgware Road
Edgware Road
Marylebone
Baker Street
Warren Street
Regent's Park
Oxford Circus
Marble Arch
Notting Hill Gate
Lancaster Gate
Bond Street
High Street Kensington
Gloucester Road
Earl's Court
West Kensington
South Kensington
Sloane Square
Knightsbridge
Hyde Park Corner
Green Park
Piccadilly Circus
St. James's Park
Victoria
Westminster
Euston
Euston Square
Great Portland Street
Mornington Crescent
Camden Town
Chalk Farm
Belsize Park
Hampstead Heath
Gospel Oak
Kentish Town West
Kentish Town
Tufnell Park
Archway
Highgate
East Finchley
Finchley Central
West Finchley
Arnos Grove
Bounds Green
Wood Green
Turnpike Lane
Manor House
Arsenal
Holloway Road
Caledonian Road
Caledonian Road & Barnsbury
Camden Road
King's Cross St. Pancras
Angel
Farringdon
Barbican
Moorgate
Old Street
Liverpool Street
Bethnal Green
Mile End
Shoreditch
Aldgate East
Aldgate
Tottenham Court Road
Goodge Street
Russell Square
Holborn
Covent Garden
Leicester Square
Charing Cross
Embankment
Temple
Blackfriars
Mansion House
Cannon Street
Chancery Lane
St. Paul's
Bank
Monument
Tower Hill
Tower Gateway
Shadwell
Wapping
Limehouse
Westferry
Poplar
Blackwall
All Saints
Devons Road
Bow Road
Bow Church
Bromley-by-Bow
Stepney Green
Whitechapel
Pudding Mill Lane
West Ham
Stratford
Canonbury
Highbury & Islington
Dalston Kingsland
Hackney Central
Hackney Wick
Homerton
Leyton
Leytonstone
Finsbury Park
Seven Sisters
Tottenham Hale
Blackhorse Road
Walthamstow Central
Woodford
South Woodford
Snaresbrook
Redbridge
Wanstead
Gants Hill
Buckhurst Hill
Roding Valley
Chigwell
Grange Hill
Hainault
Fairlop
Barkingside
Newbury Park
Upminster
Upminster Bridge
Hornchurch
Elm Park
Dagenham East
Dagenham Heathway
Becontree
Upney
Barking
East Ham
Upton Park
Plaistow
Canning Town
Royal Victoria
Custom House for ExCeL
Prince Regent
Royal Albert
Beckton Park
Cyprus
Gallions Reach
Beckton
Silvertown
North Woolwich
North Greenwich
West India Quay
Canary Wharf
Heron Quays
South Quay
Crossharbour & London Arena
Mudchute
Island Gardens
Cutty Sark for Maritime Greenwich
Greenwich
Deptford Bridge
Elverson Road
Lewisham
River Thames
London Bridge
Rotherhithe
Bermondsey
Canada Water
Surrey Quays
New Cross Gate
New Cross
Waterloo
Southwark
Lambeth North
Borough
Elephant & Castle
Kennington Oval
Stockwell
Vauxhall
Pimlico
Brixton
Clapham North
Clapham Common
Clapham South
Balham
Tooting Bec
Wimbledon
Wimbledon Park
Southfields
East Putney
Putney Bridge
Parsons Green
Fulham Broadway
West Brompton
Zone 2
Zone 3

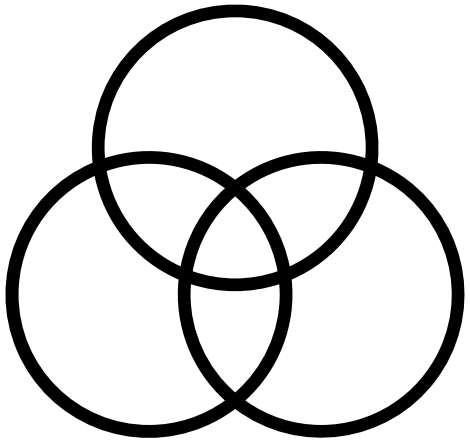
ual:



Round Tube Map – Jonathan Fisher 2012 http://www.massingbird.com/#/tube-map-design/

ual:

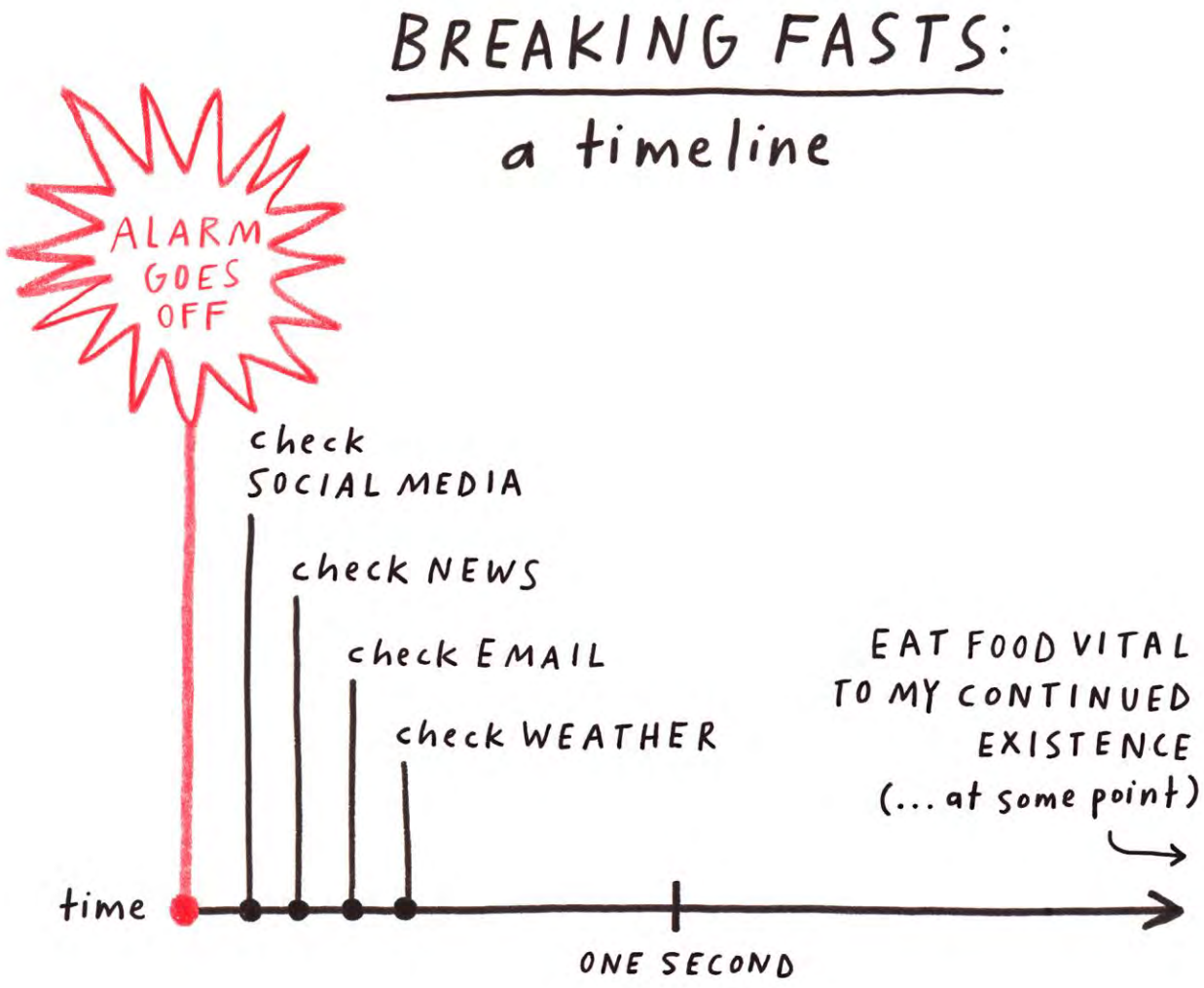
compare



ual:

compare

ual:



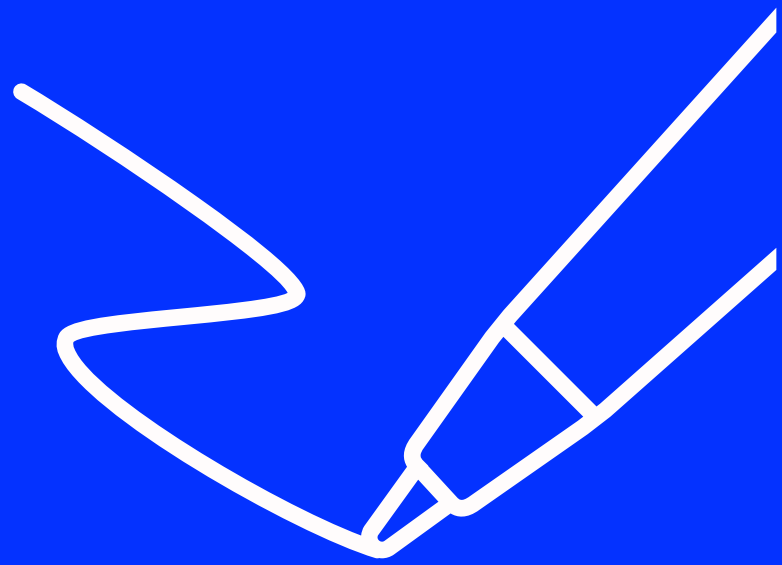
Stefanie Posavec: Breaking Fasts: https://www.stefanieposavec.com/offf-chart-illustrations

ual:

draw | 5 mins

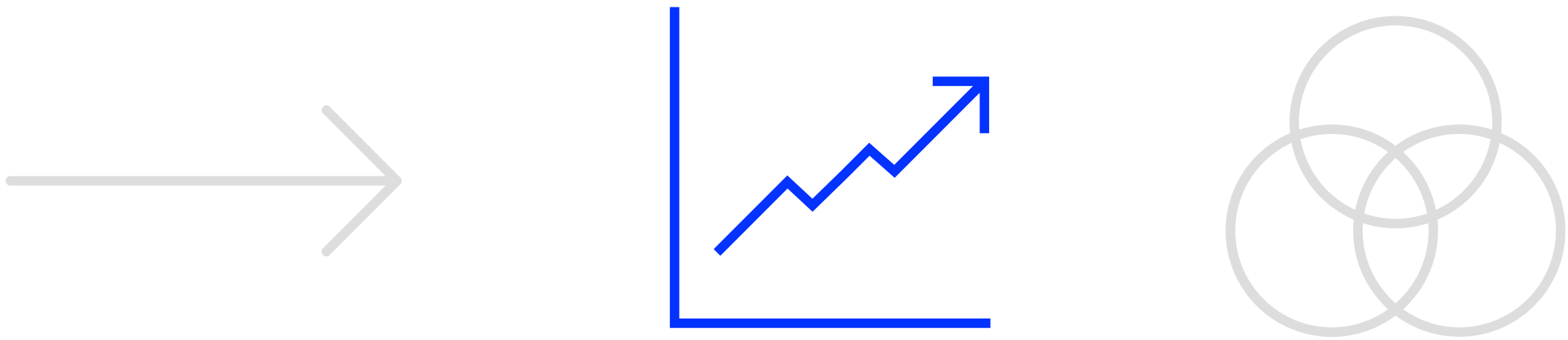
Visualise your journey as a diagram

1. Draw a horizontal axis representing time
2. Mark out the stages of your journey and label them
3. You can use icons/symbols if you like ☺
4. Give it a title

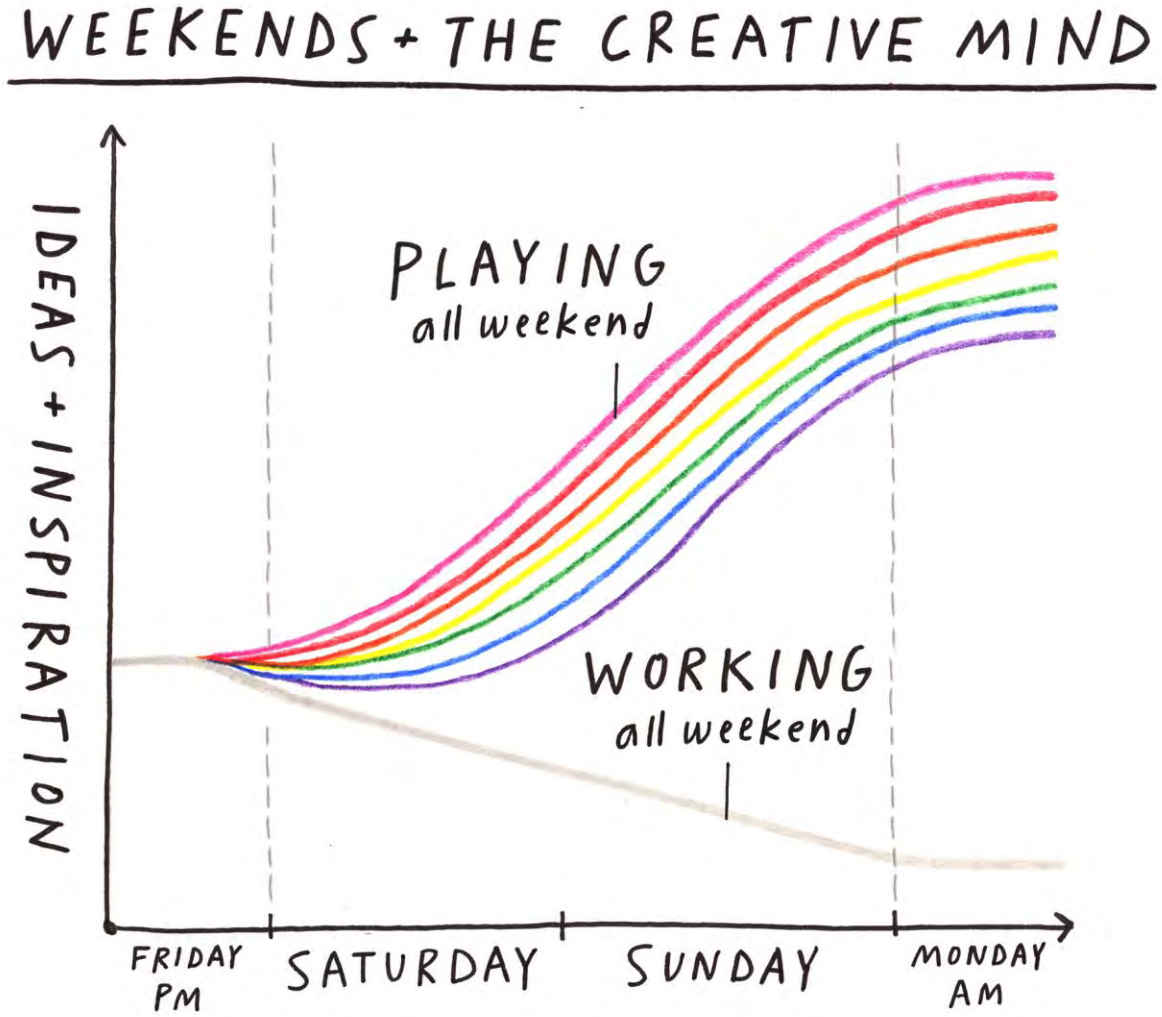


ual:

compare



ual:



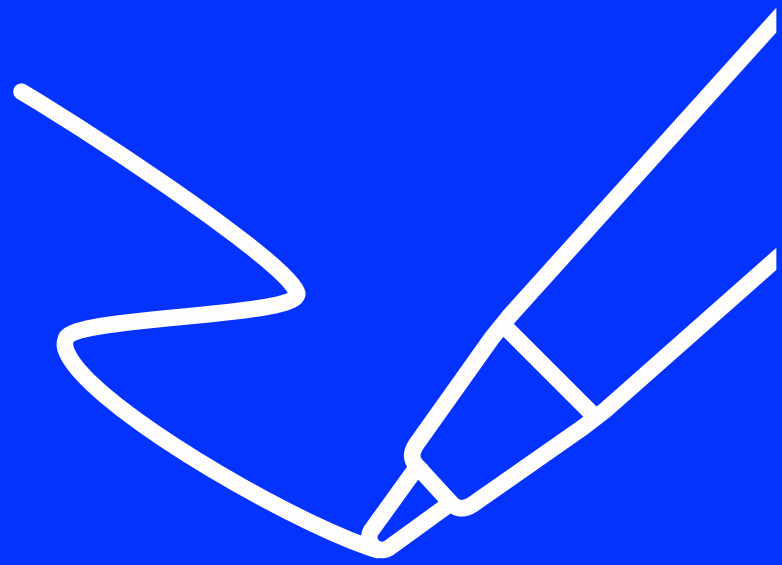
Stefanie Posavec: Breaking Fasts: https://www.stefanieposavec.com/offf-chart-illustrations

ual:

draw | 5 mins

Visualise your journey again as a diagram

1. Draw a horizontal axis representing time
2. Draw a vertical axis representing an emotion (you choose!)
3. Give it a title



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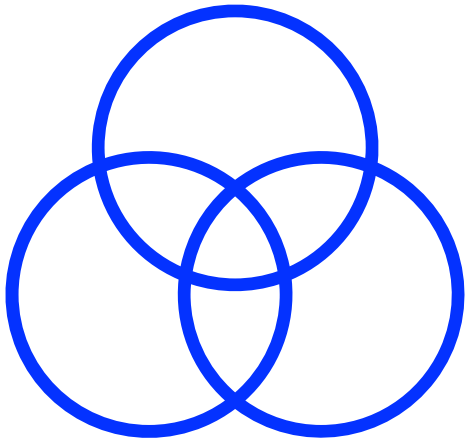
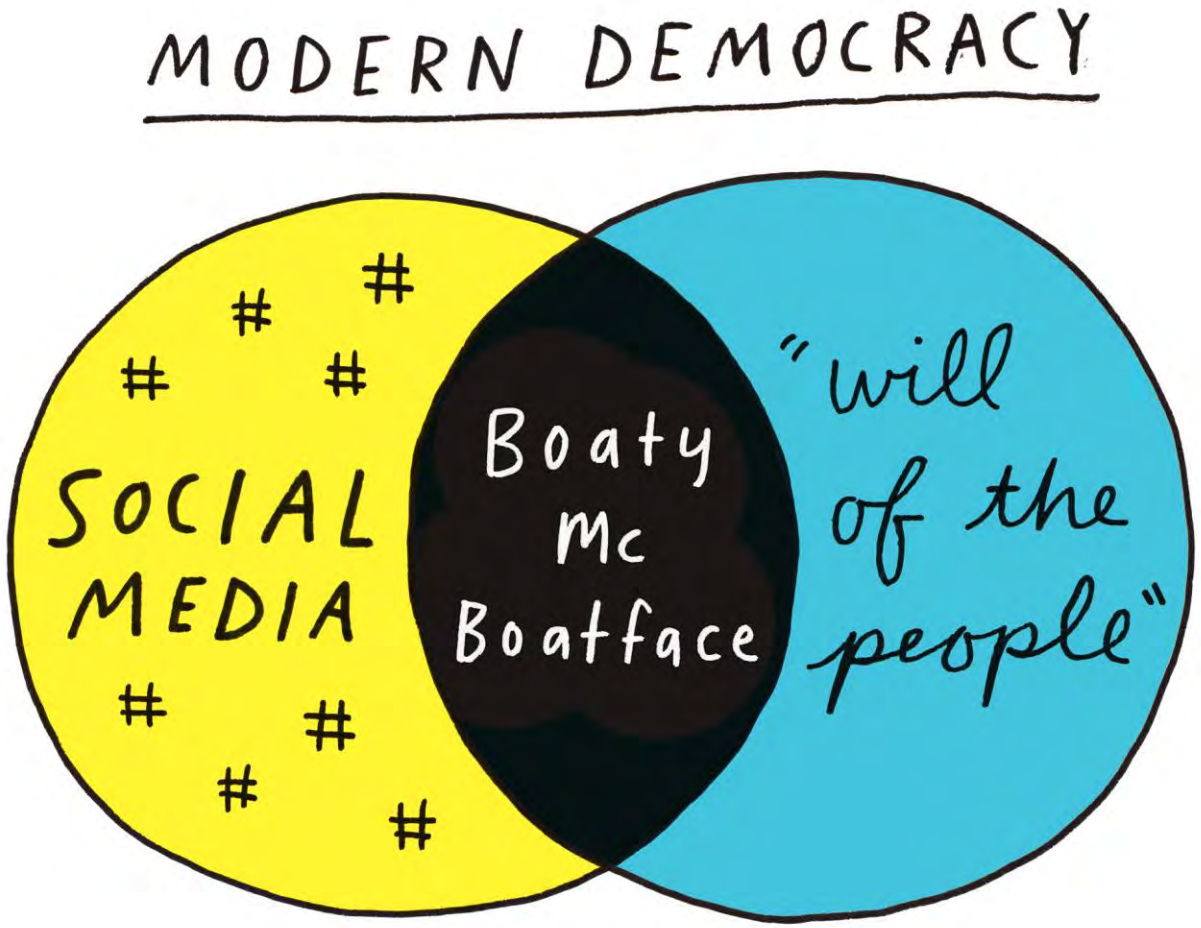
compare



ual:



Stefanie Posavec: Modern Democracy: https://www.stefanieposavec.com/offf-chart-illustrations

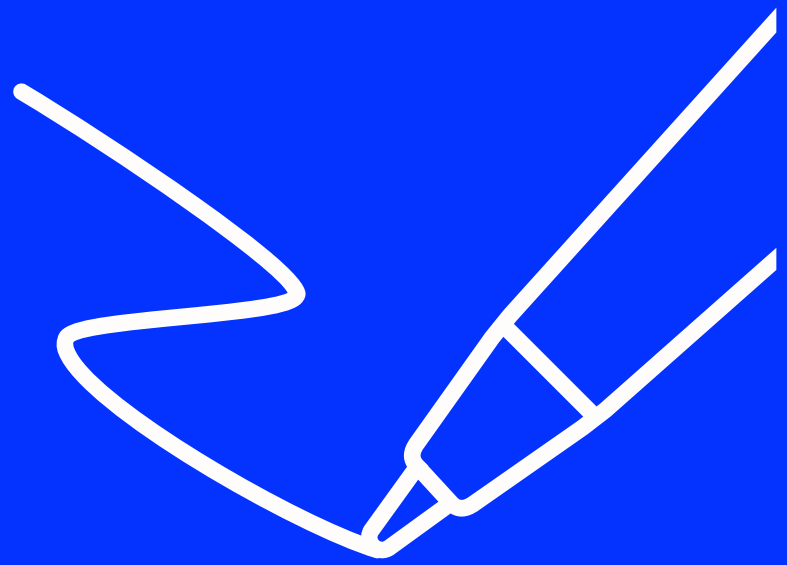
ual:

draw | 5 mins

Visualise your journey (one last time)

Consider how experiences overlap in your journey

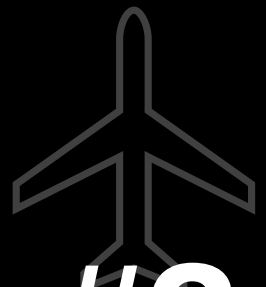
(this one is harder)

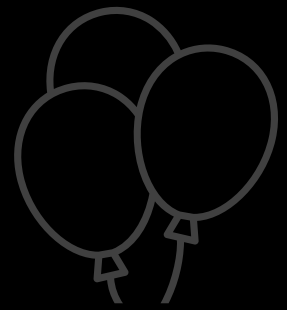
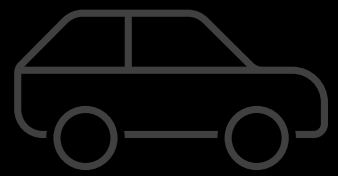
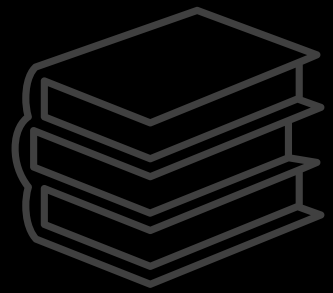


ual:

Concept #3

Icons



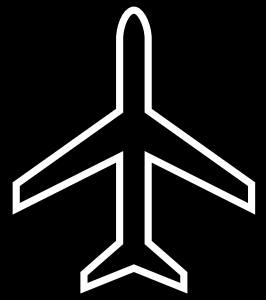
ual:

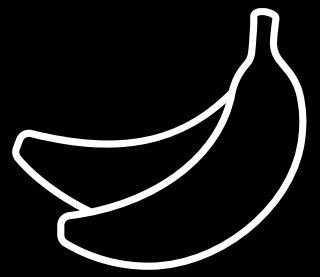
icons

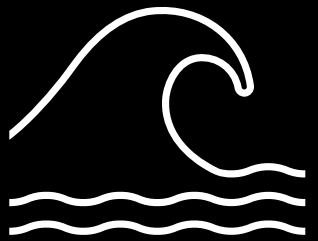
→ traditionally look like the thing they represent

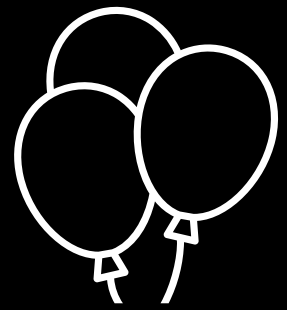
→ tend to work on resemblance

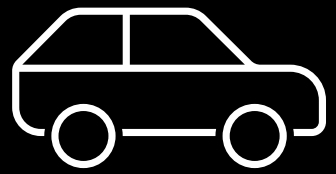
ual:

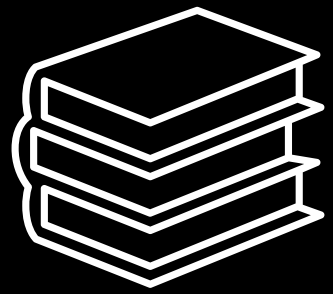


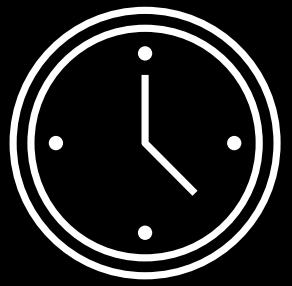












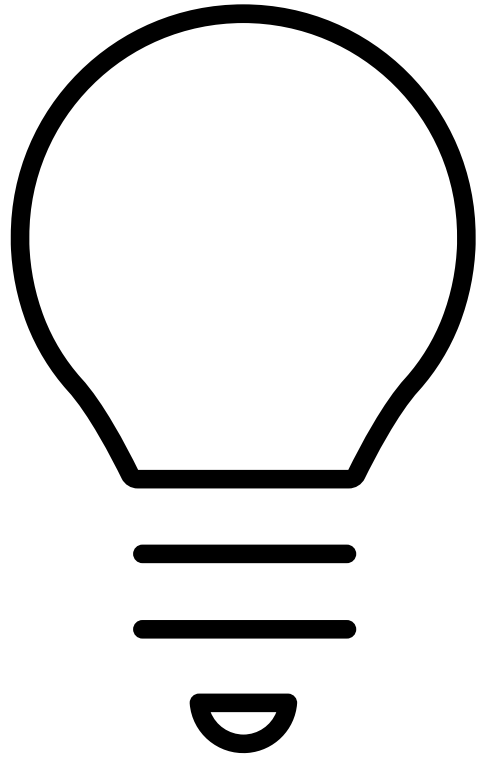
ual:

icons

→ traditionally look like the thing they represent

→ work on resemblance

→ they can also use metaphor/association



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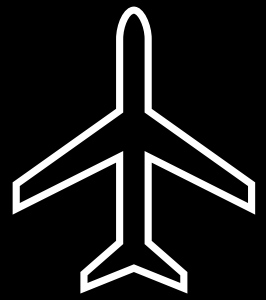
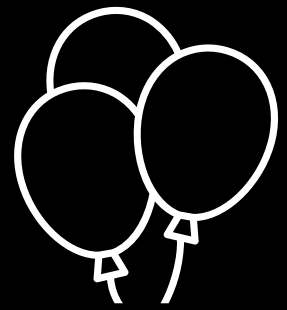
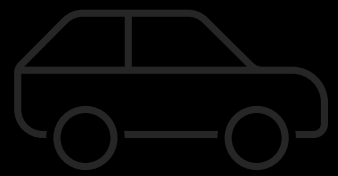
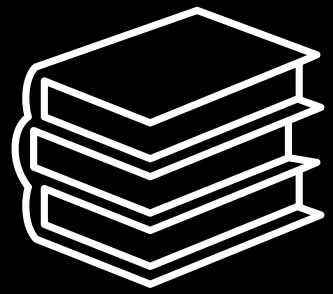
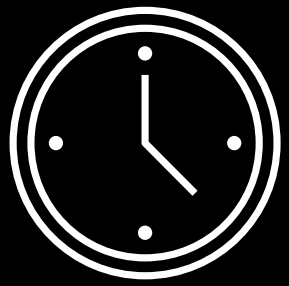
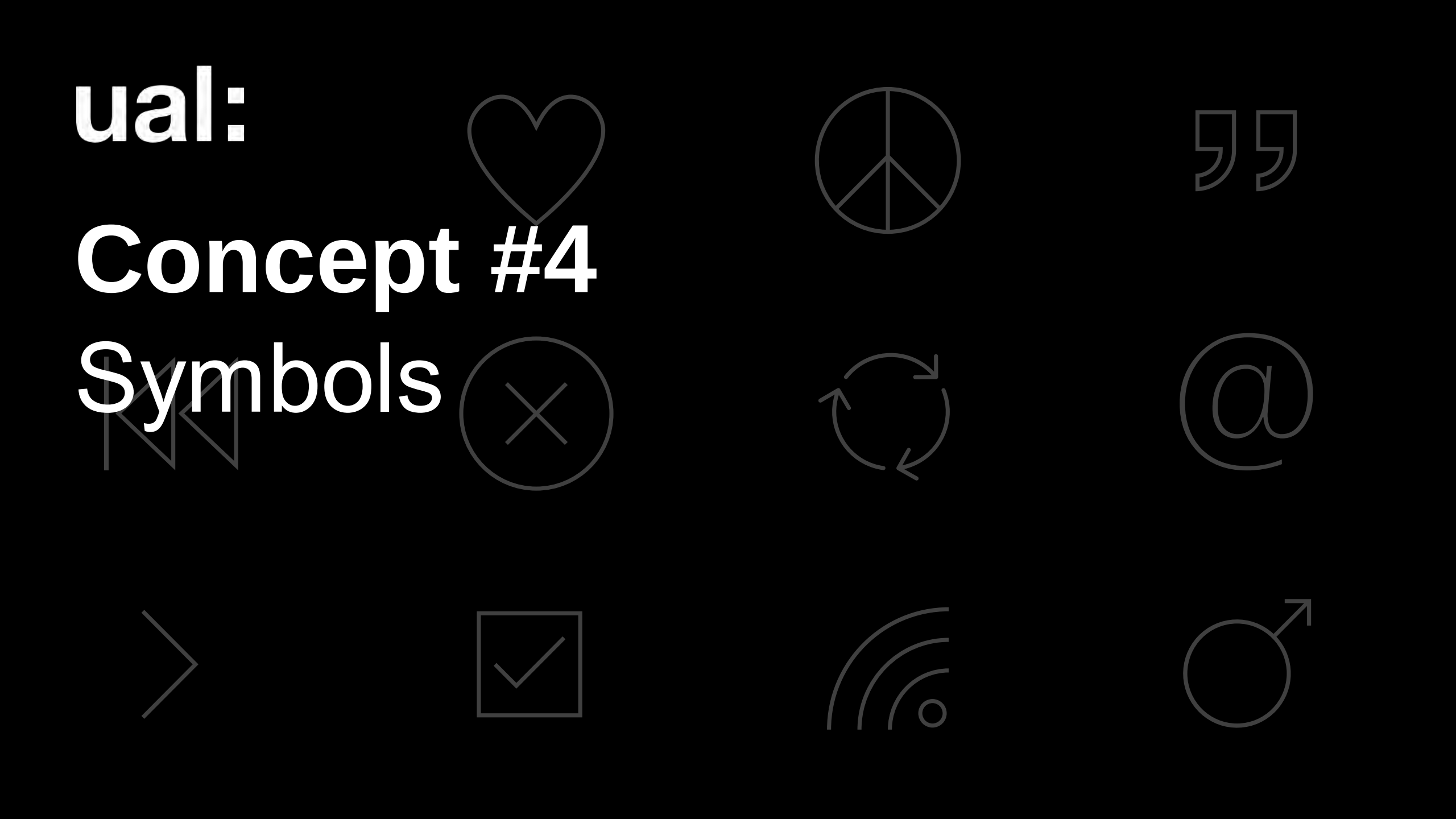


ual:

Concept #4

Symbols



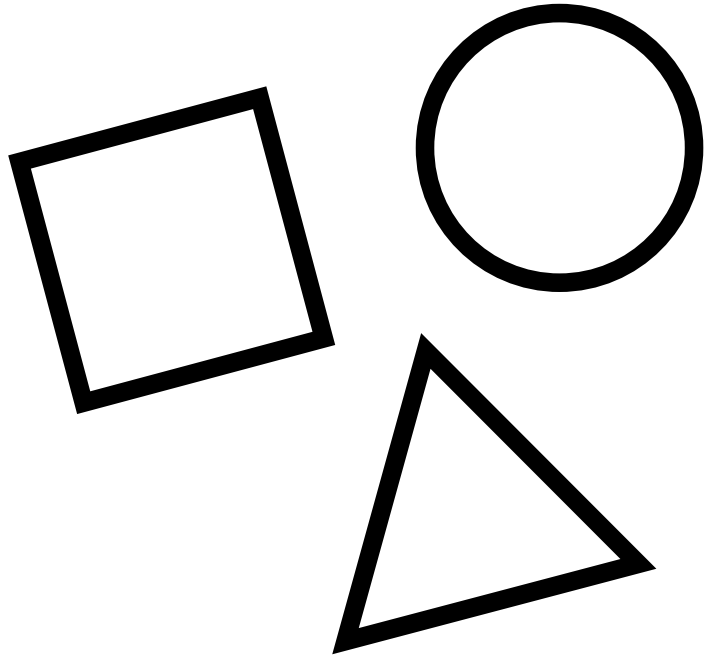
ual:

symbols

→ may not look like the thing they represent

→ shapes ‘stand in’ for meaning

→ relationship must be learned



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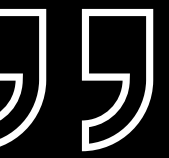
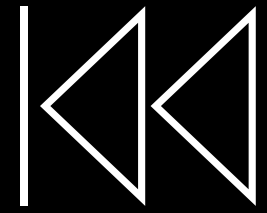
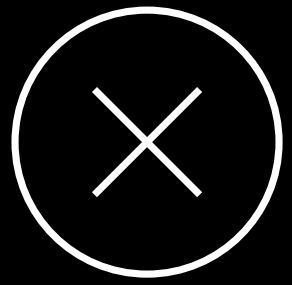
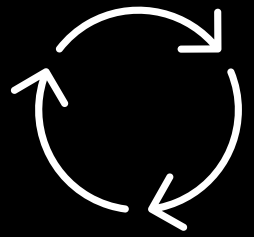
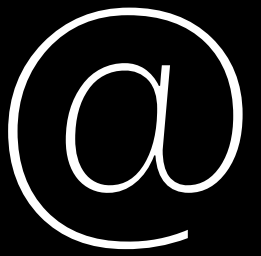
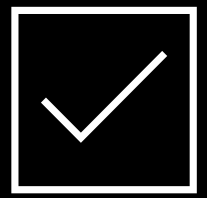


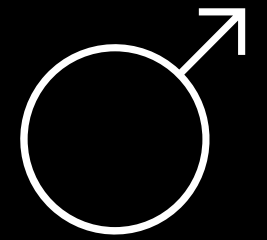










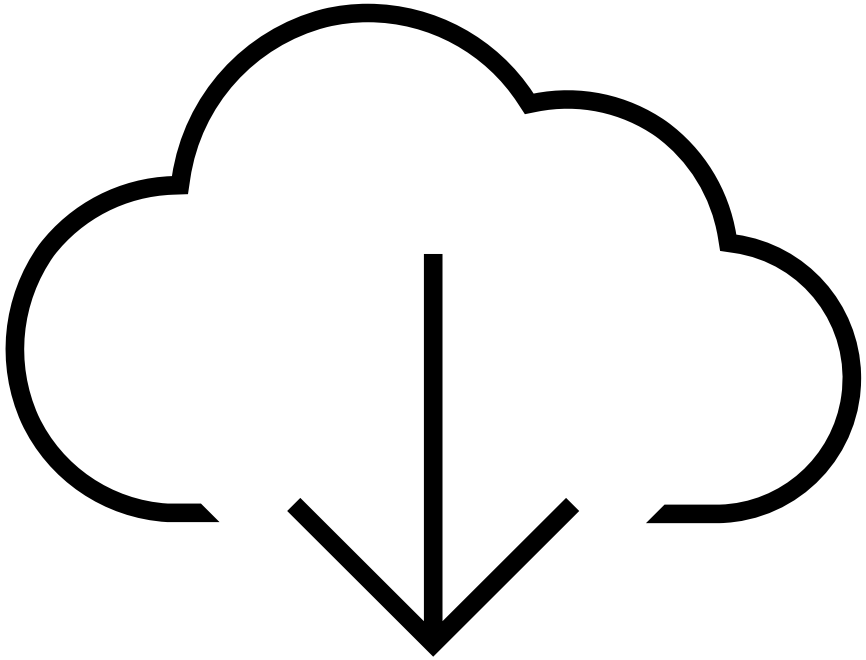


ual:

hybrids!

→ a combination of signs

→ useful for digital concepts



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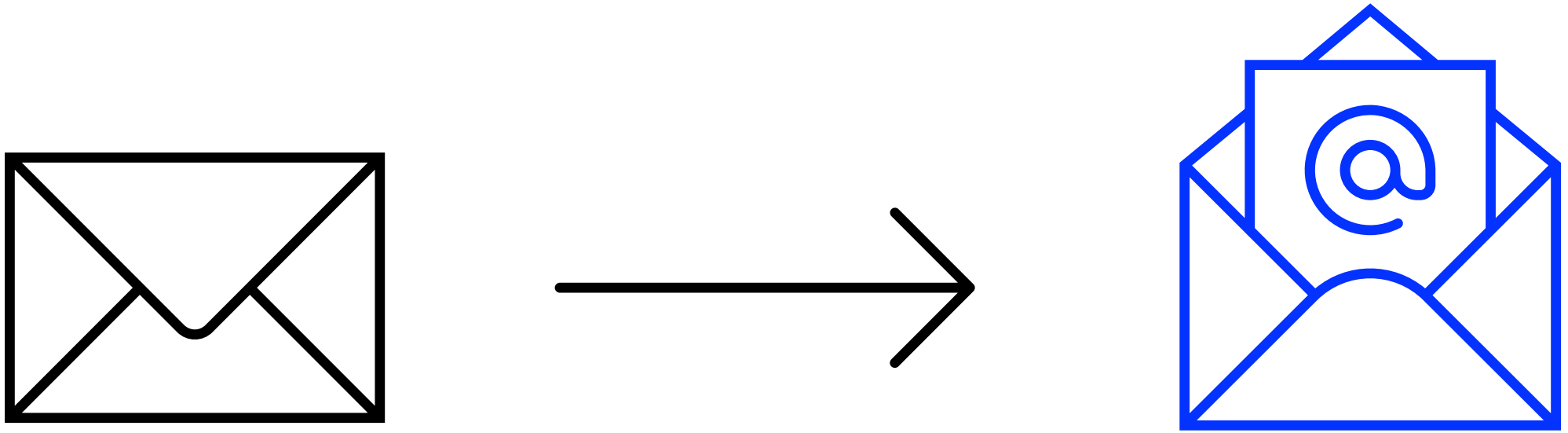
generational



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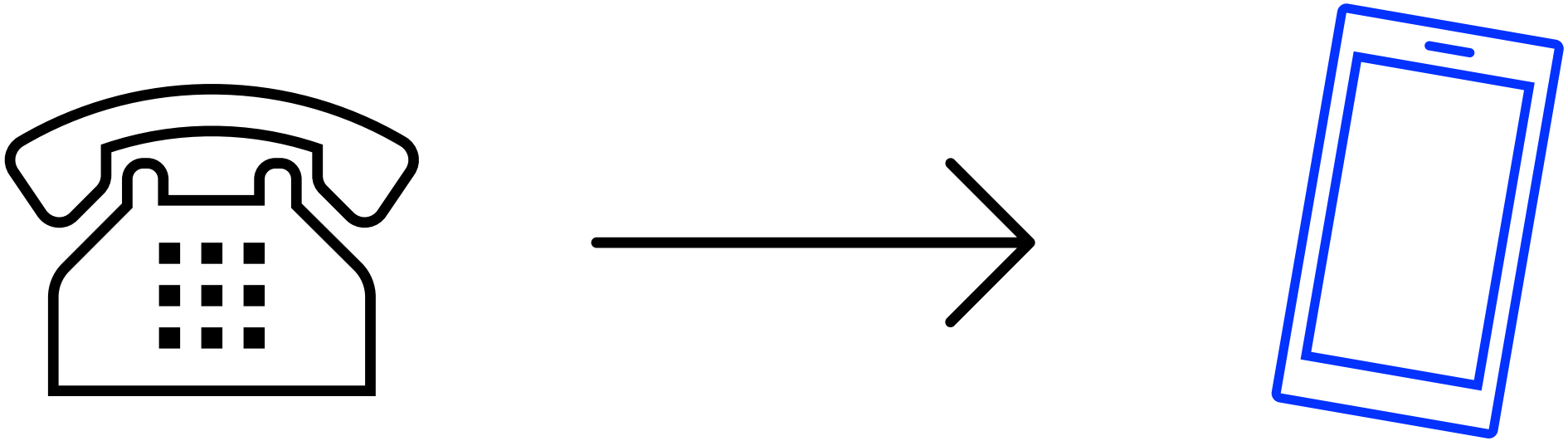
generational



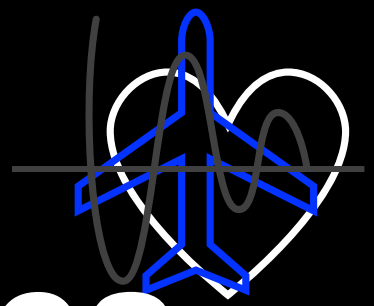
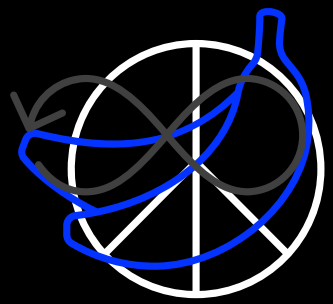
ual:

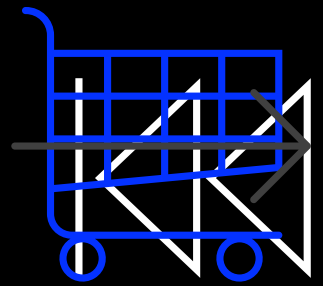
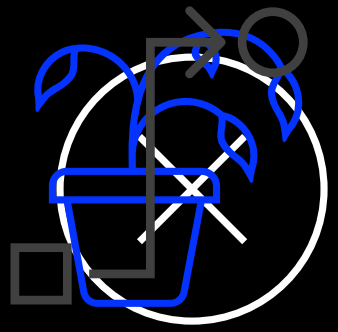
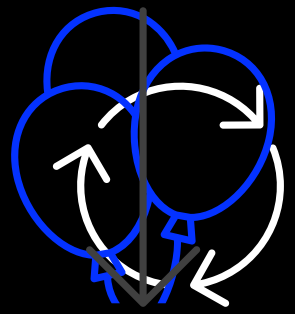
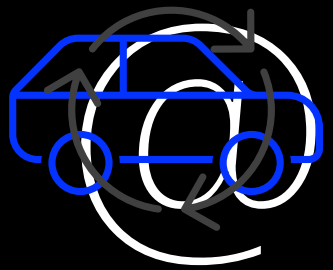
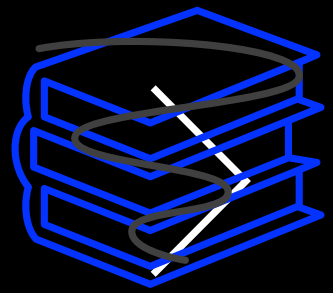
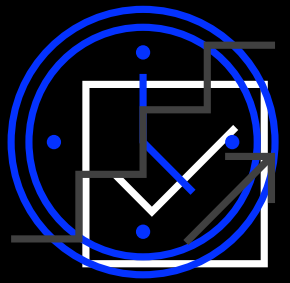
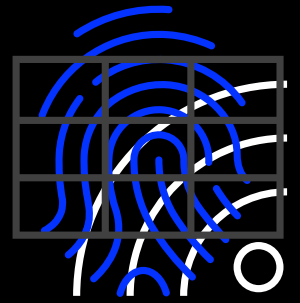
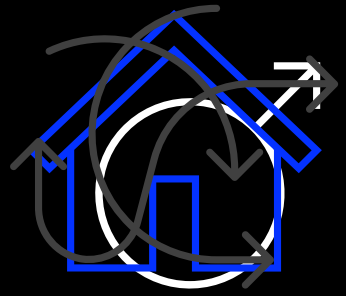
Session aims

→ Introduce key concepts in mapping, data viz and diagramming
→ Complete a series of practical visualisation exercises
→ Consider and discuss existing methods and practices
→Design your own visual exercises
→ Develop a visual prototype based on your own context

ual:

Examples

ual:

example #1

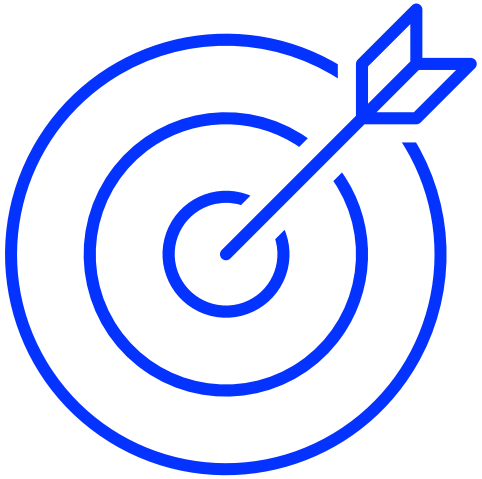
What was the challenge?

⟶ Moving from one project to the next

⟶ Limited reflection on the learnings

⟶ Recency effect

⟶ Addressing emotions



ual:

example #1

⟶ To design a one-page mapping sheet

⟶ About a unit experience

⟶ That Graduate Diploma students

⟶ Can use to reflect on

⟶ their experiences and learning in the different projects across the unit

⟶ To enable them to plan their next project

ual:

example #1

→ To design a one-page mapping sheet

→ About a unit experience

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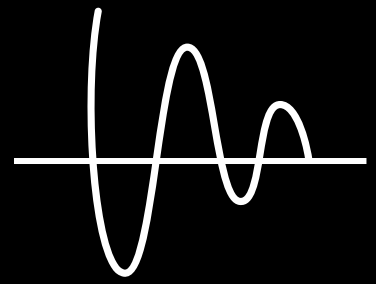
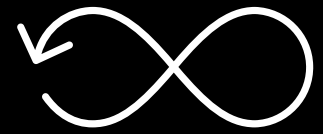
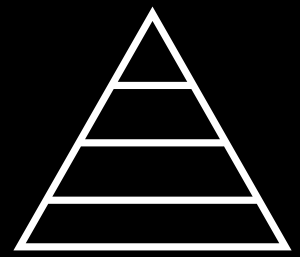
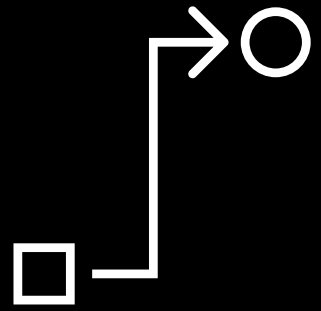
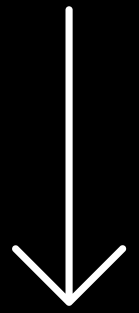
ual:

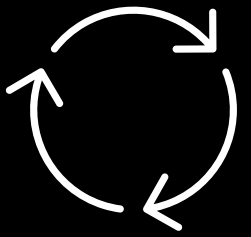


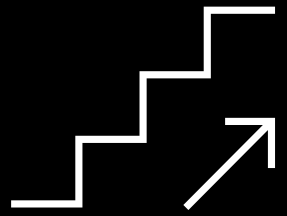


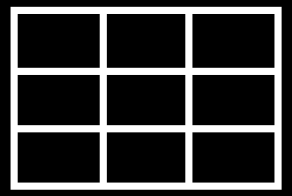


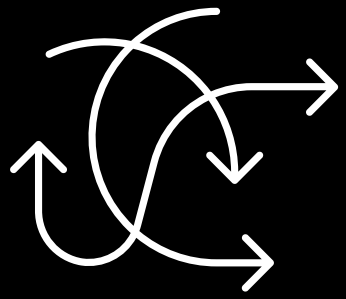












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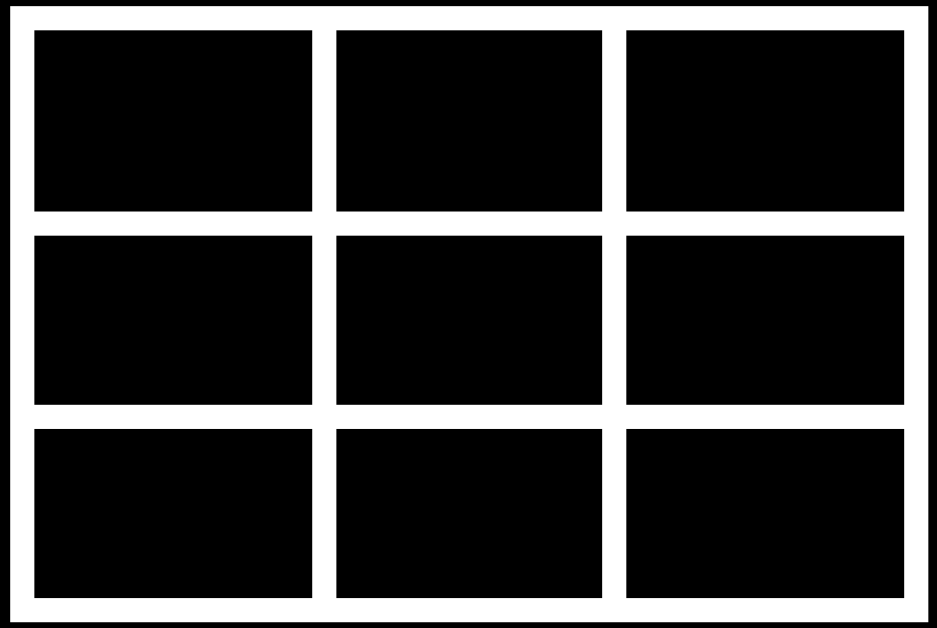
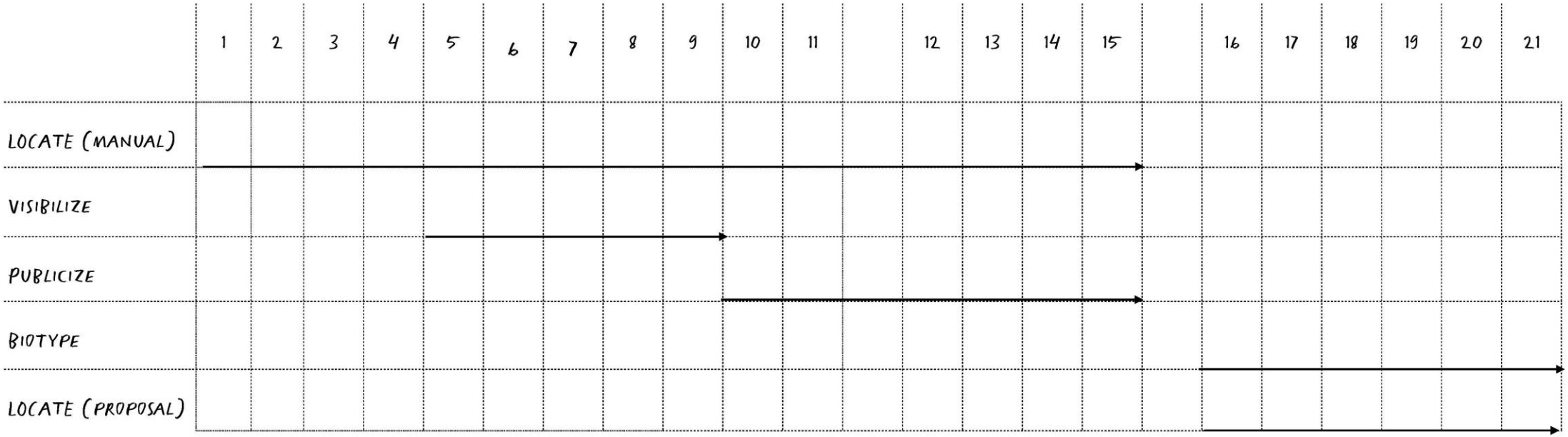


HIGHS AND LOWS



1. CHOOSE A COLOUR OR A SYMBOL TO REPRESENT EACH OF THESE FEELINGS. ADD THEM TO THIS KEY → THEN FILL IN THE BOXES

REMEMBER, YOU MIGHT HAVE FELT DIFFERENTLY AT DIFFERENT POINTS IN THE SAME BRIEF!

- BEST PROJECT EVER
- GOOD PROJECT, ENJOYED IT
- MEH
- HARD TIMES
- THE WORST!

2. LABEL THE GOOD MOMENTS.
WHAT DID YOU REALLY ENJOY?
WHY? DID YOU ENJOY SOME PARTS OF THE PROJECT AND NOT OTHERS? WHY? WHAT WOULD YOU LIKE TO TAKE FORWARD INTO FUTURE PROJECTS?

3. LABEL THE BAD MOMENTS.
WHAT DID YOU NOT ENJOY?
WHY? WHAT WAS A STRUGGLE?
WHAT DO YOU NEED TO IMPROVE?
WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?

ual:

example #1

→ To design a one-page mapping sheet

→ About a unit experience

→ That Graduate Diploma students

→ Can use to reflect on

→ their experiences and learning in the different projects across the unit

→ To enable them to plan their next project

ual:

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- ☐ GOOD PROJECT. ENJOYED IT
- ☐ MEH
- ☐ HARD TIMES
- ☐ THE WORST!

ual:

1. CHOOSE A COLOUR OR A SYMBOL TO REPRESENT EACH OF THESE FEELINGS. ADD THEM TO THIS KEY → THEN FILL IN THE BOXES ABOVE

REMEMBER. YOU MIGHT HAVE FELT DIFFERENTLY AT DIFFERENT POINTS IN THE SAME BRIEF!

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GOOD PROJECT. ENJOYED IT

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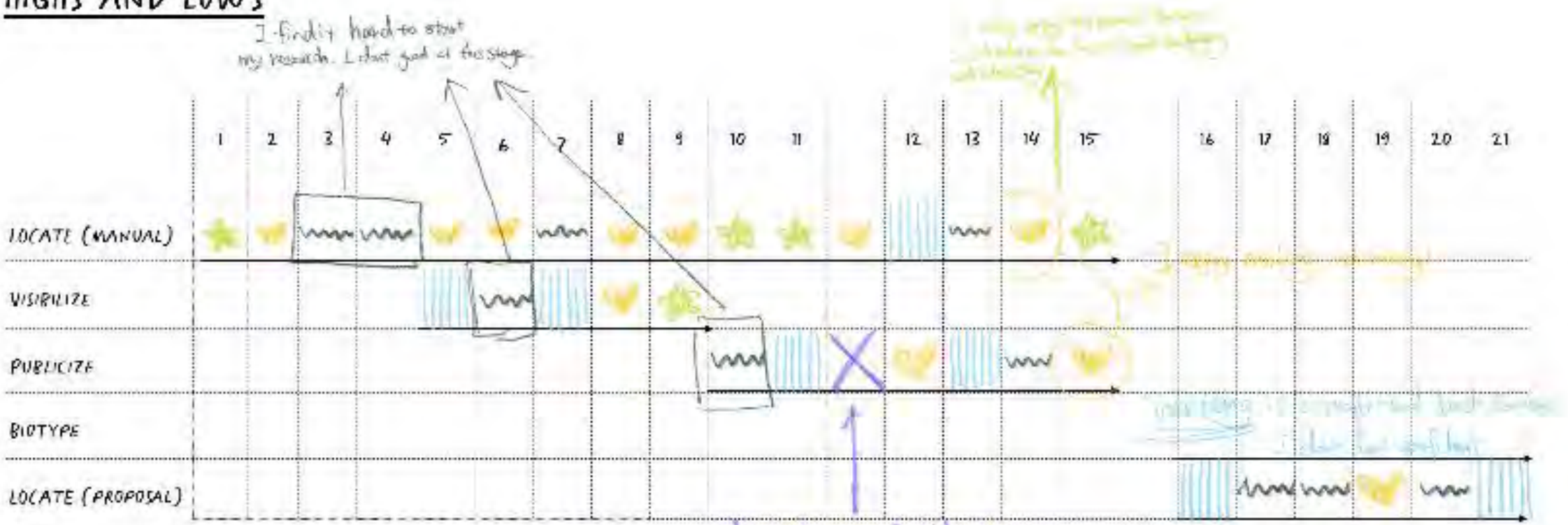
HARD TIMES

THE WORST!

HIGHS AND LOWS



1 CHOOSE A COLOUR OR A SYMBOL TO REPRESENT EACH OF THESE FEELINGS. ADD THEM TO THIS KEY → THEN FILL IN THE BOXES ABOVE USING THE COLOURS.

REMEMBER YOU MIGHT HAVE FELT DIFFERENTLY AT DIFFERENT POINTS IN THE SAME PROJECT

- BEST PROJECT EVER
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WHAT DID YOU NOT ENJOY?
WHY? WHAT WAS A STRUGGLE?
WHAT DO YOU NEED TO IMPROVE?
WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?

ual:

example #2

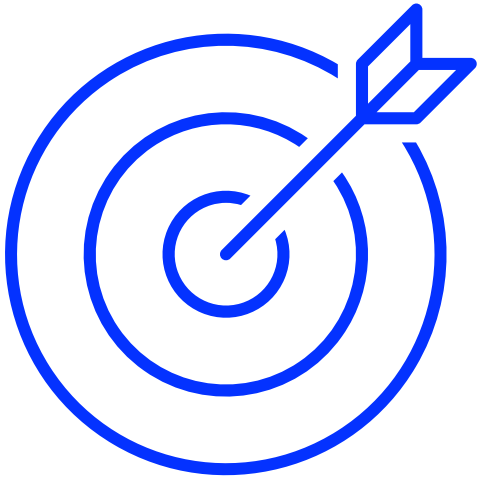
What was the challenge?

⟶ ‘all research’

⟶ unrealistic planning

⟶ not maximizing on strengths

⟶ valuing different types of skills



ual:

example #2

⟶ To design a timeline

⟶ About design process

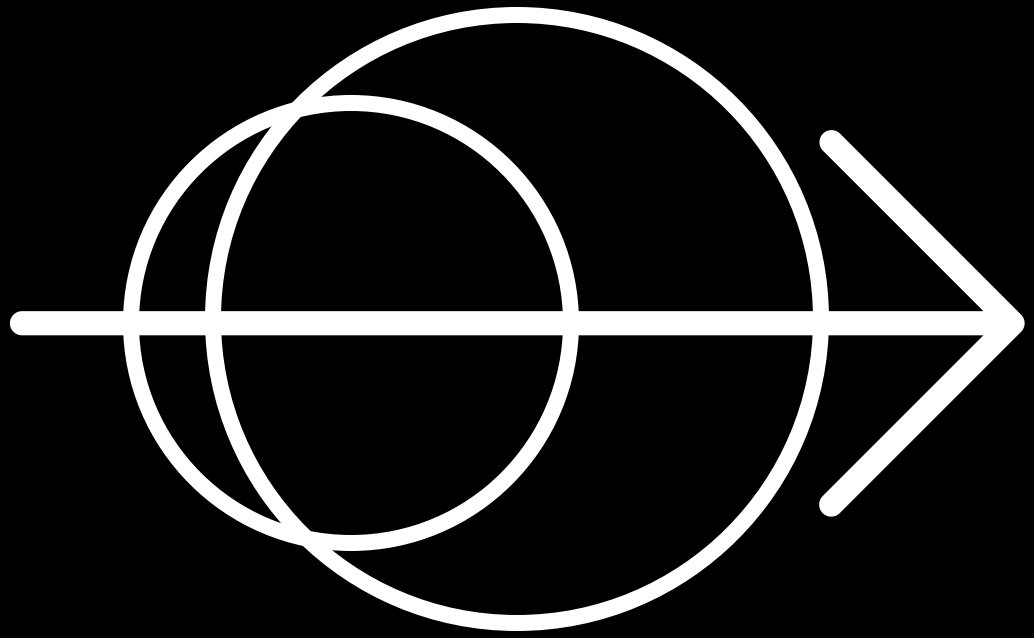
⟶ That foundation students

⟶ Can use to reflect on

- ⟶ their most (and least) successful project
- ⟶ their learnings from those experiences

⟶ To enable them to plan their next project

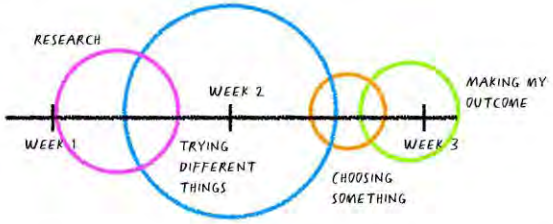
ual:



MY MOST SUCCESSFUL PROJECT

THE LINE ON THE RIGHT REPRESENTS YOUR CREATIVE JOURNEY ON ONE PROJECT.

- DIVIDE THE LINE BY THE NUMBER OF WEEKS IN THE PROJECT.
- THEN LABEL SOME OF THE DIFFERENT STAGES OF THE PROJECT. E.G RESEARCH. MAKING. TESTING. FEEDBACK ETC... REMEMBER SOME THINGS MIGHT HAVE HAPPENED MORE THAN ONCE.
- NOW DRAW A CIRCLE THAT REPRESENTS THE TIME YOU SPENT ON EACH STAGE. THE SIZE OF THE CIRCLE = THE AMOUNT OF TIME YOU SPENT



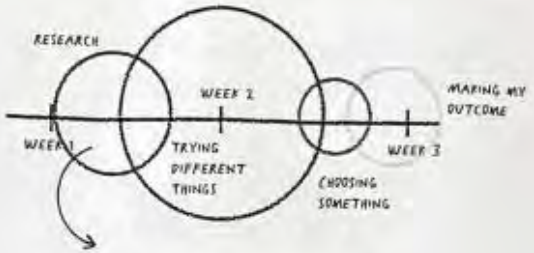
- NOW LABEL IT WITH SOME OF THE THINGS YOU LEARNED AT DIFFERENT STAGES AND WHAT HELPED.
  - HOW DID YOU YOU GET STARTED?
  - HOW DID DEVELOP YOUR IDEAS?
  - WHAT RESEARCH DID YOU DO?
  - WHAT FEEDBACK DID YOU GET?

MY DESIGN PROCESS

THE LINE ON THE RIGHT REPRESENTS YOUR CREATIVE PROCESS.

1. DIVIDE THE LINE BY THE NUMBER OF WEEKS IN THE PROJECT.

2. DRAW A SHAPE THAT REPRESENTS THE DIFFERENT STAGES OF YOUR PROJECT. HOW DID YOU SPEND YOUR TIME?

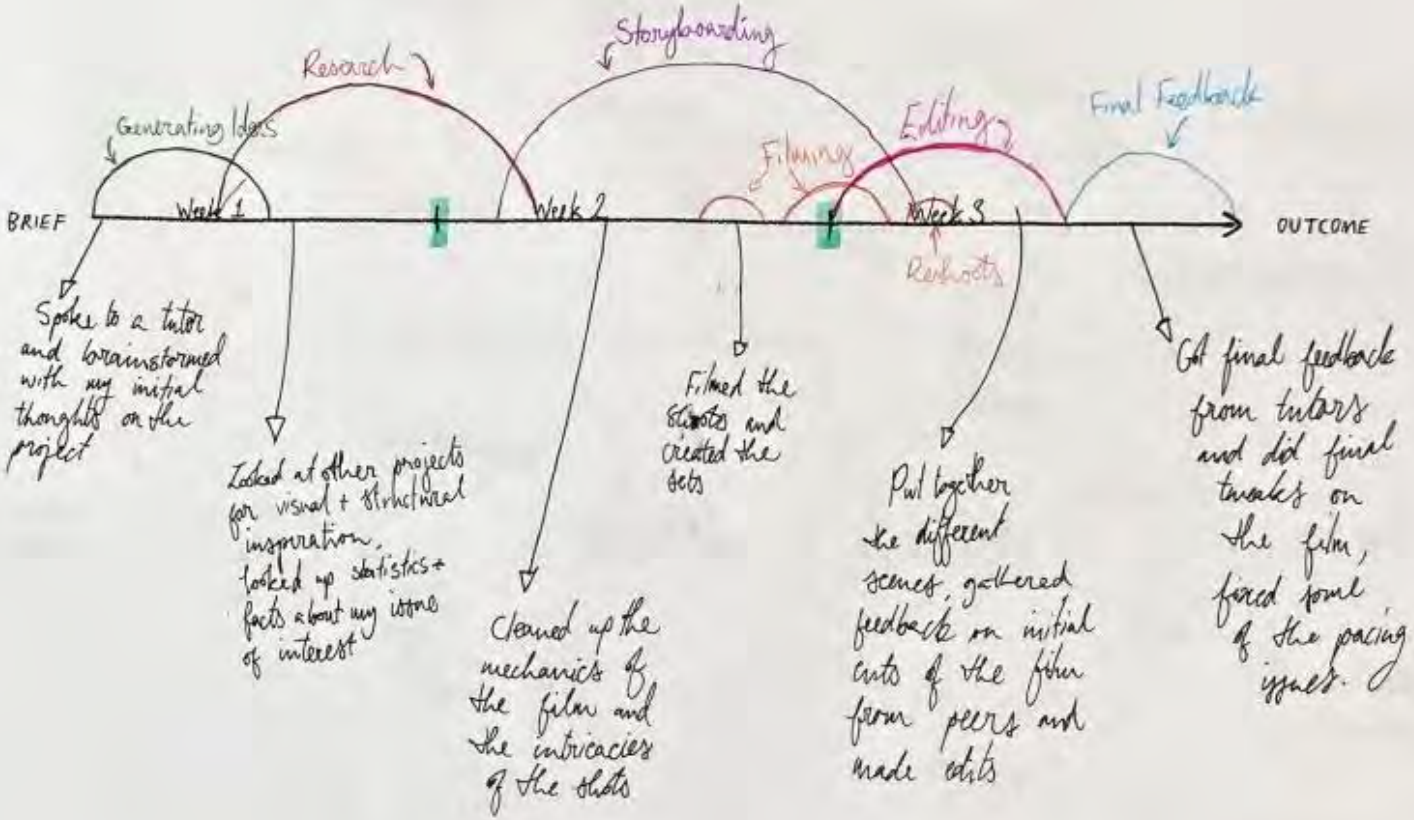


THE SIZE OF THE CIRCLE = THE AMOUNT OF TIME IT TOOK

3. LABEL THE STAGES

4. NOW LABEL IT WITH SOME OF THE THINGS YOU LEARNED AT DIFFERENT STAGES AND WHAT HELPED.
   - HOW DID YOU YOU GET STARTED?
   - HOW DID DEVELOP YOUR INITIAL IDEAS?
   - WHAT RESEARCH DID YOU DO? WHAT FEEDBACK DID YOU GET AND WHEN?

MY MOST SUCCESSFUL PROJECT: Blah, Blah, Blah ...



ual:

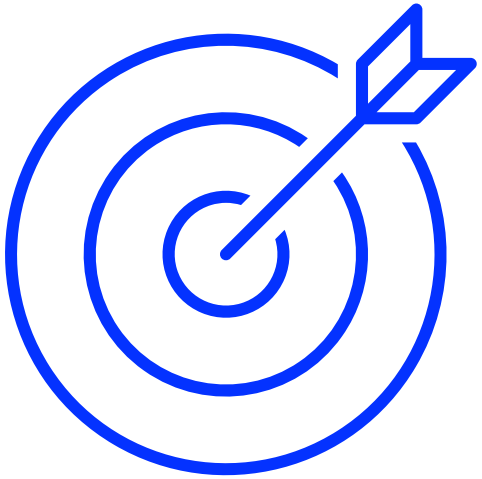
example #3

What was the challenge?

⟶ Understanding the assessment criteria

⟶ Drawing out what students were struggling with to better structure tutorials

⟶ Students seeking general rather than specific feedback



ual:

example #3

⟶ To design a radial diagram

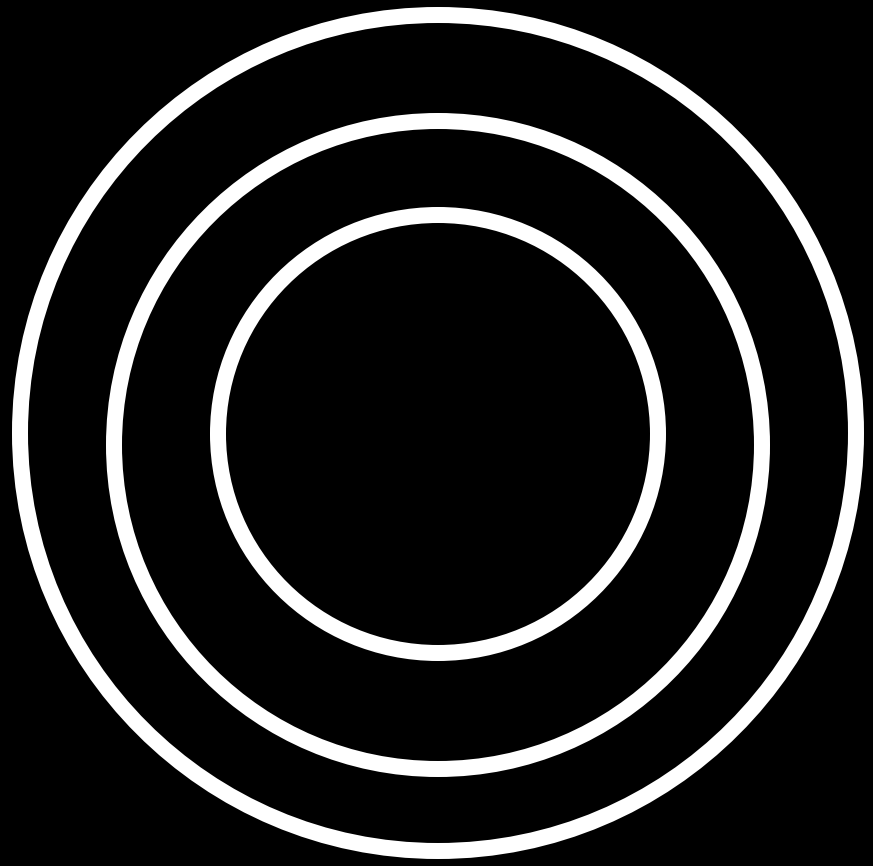
⟶ About the assessment criteria

⟶ That BA students

⟶ Can use to reflect on their confidence levels in relation to the learning outcomes

⟶ To enable a conversation at formative assessment about their needs

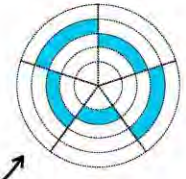
ual:



MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT



LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE END OF THE UNIT (IN A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO IMPROVE IN ORDER TO GET THERE. USE THE WORDS FROM THE GRADE DESCRIPTIONS.

LEARNINGS TO TAKE FORWARD

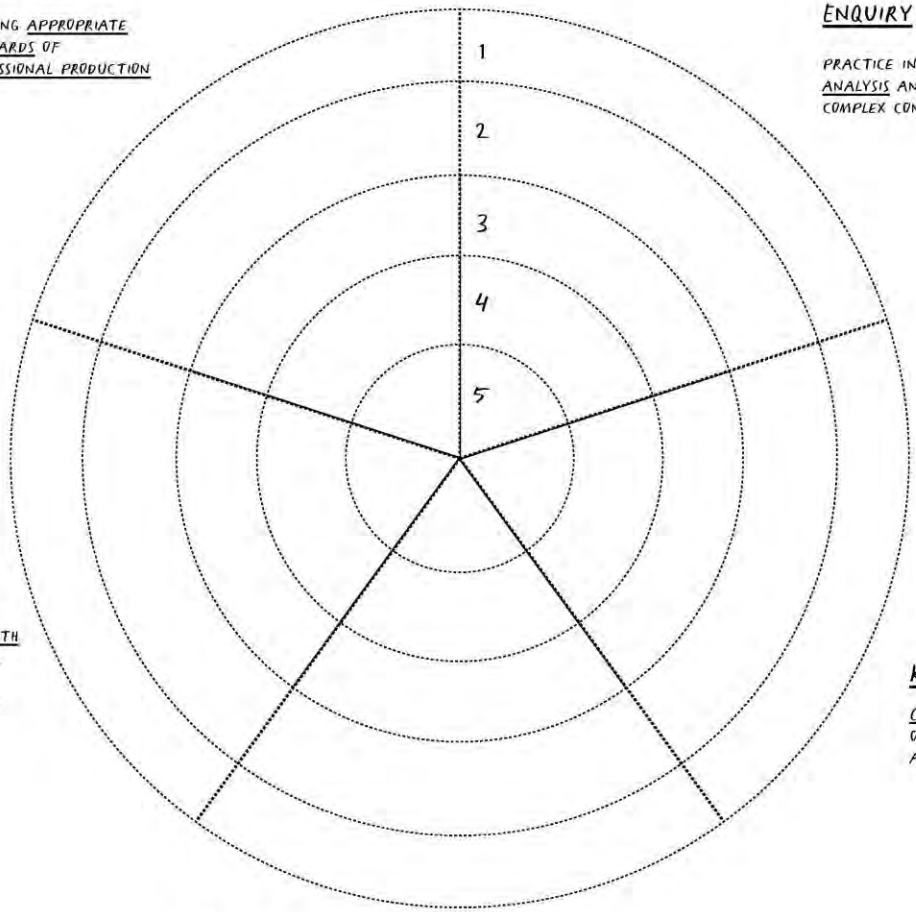
1. .....
2. .....
3. .....
4. .....
5. .....

REALISATION

MEETING APPROPRIATE STANDARDS OF PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL ANALYSIS AND EVALUATION OF DIVERSE, COMPLEX CONCEPTS AND IDEAS



COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH SYNTHESIS OF DIVERSE INTENTIONS, CONTEXTS AND ARGUMENTS APPROPRIATE TO YOUR AUDIENCES

KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE OF PRACTICAL, THEORETICAL AND TECHNICAL KNOWLEDGE

PROCESS

EXPERIMENT AND EVALUATE METHODS, RESULTS AND THEIR IMPLICATIONS

MY CONFIDENCE

COLOUR IN THE BAR THAT SHOWS HOW CONFIDENT YOU FEEL FOR EACH OF THE GRADING CRITERIA...

1. SUPER CONFIDENT
2. CONFIDENT
3. SOMEWHAT CONFIDENT
4. NOT THAT CONFIDENT
5. UNCONFIDENT

LIKE THIS

NOW MARK WHERE YOU WOULD LIKE TO BE FOR THE END OF UNIT 2 (AS A DIFFERENT COLOUR/LINE)

WRITE DOWN SOME OF THE THINGS YOU NEED TO IMPROVE IN ORDER TO GET THERE. USE THE WORDS FROM THE GRADE DESCRIPTIONS (YOU MIGHT ALSO WANT TO THINK ABOUT YOUR UNIT 1 FEEDBACK)

LEARNINGS TO TAKE FORWARD INTO LOCATE

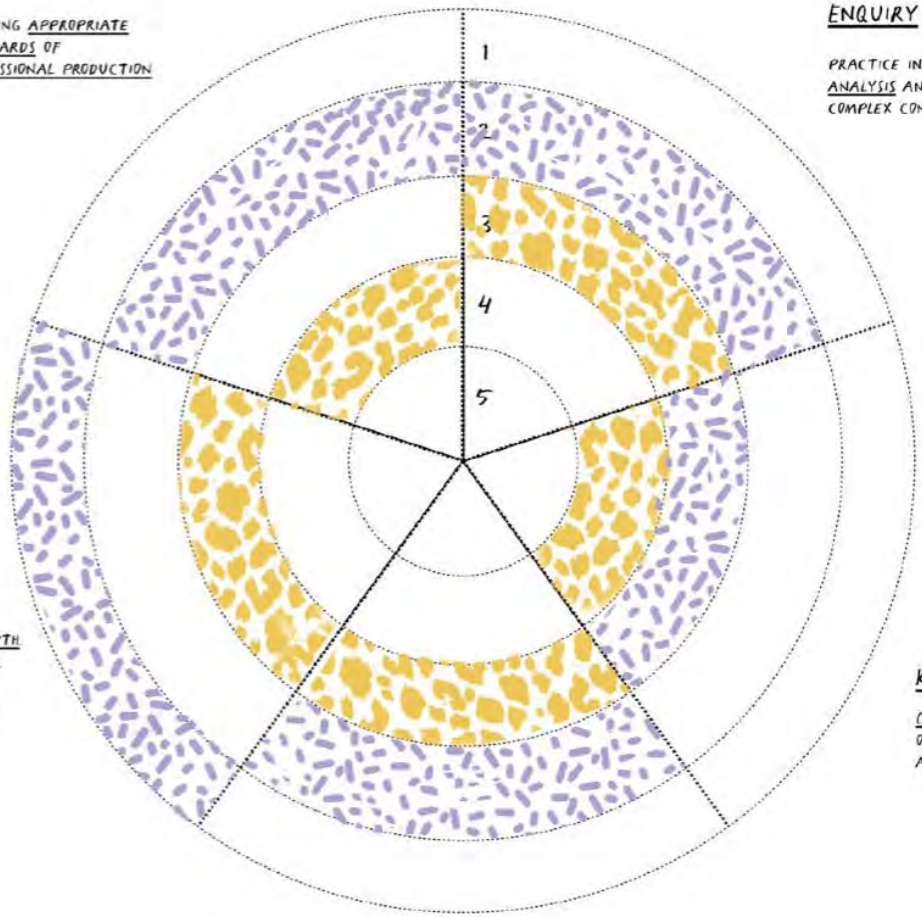
1. Critical thinking
2. Self-reflection ☆
3. professional methodology
4. Diagram method
5. interesting creativity

REALISATION

MEETING APPROPRIATE STANDARDS OF PROFESSIONAL PRODUCTION

ENQUIRY

PRACTICE INFORMED BY CRITICAL ANALYSIS AND EVALUATION OF DIVERSE COMPLEX CONCEPTS AND IDEAS



COMMUNICATION

DEMONSTRATING CLARITY AND DEPTH SYNTHESIS OF DIVERSE INTENTIONS, CONTEXTS AND ARGUMENTS APPROPRIATE TO YOUR AUDIENCES

KNOWLEDGE

CRITICAL ANALYSIS OF A RANGE OF PRACTICAL THEORETICAL AND TECHNICAL KNOWLEDGE

PROCESS

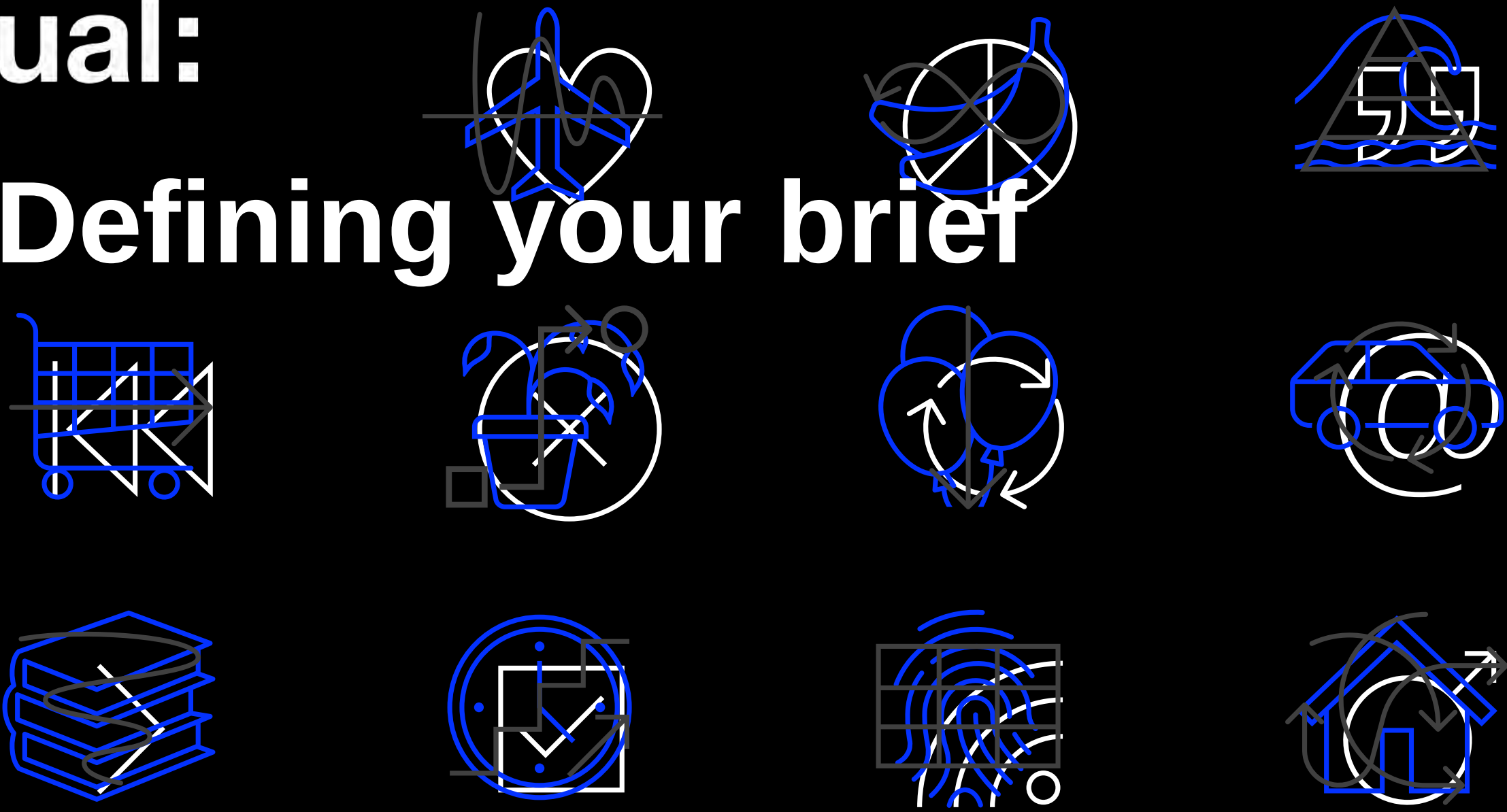
EXPERIMENT AND EVALUATE METHODS, RESULTS AND THEIR IMPLICATIONS

ual:

Break time

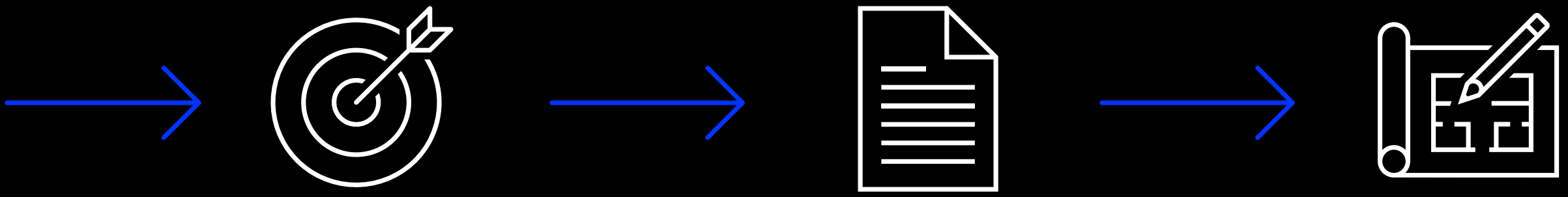
ual:

Defining your brief



ual:

Process



Define

The challenge that students are facing

Plan

Write a short concise brief setting out what you want to achieve

Design!

Experiment with visual possibilities

ual:

talk | 15 mins

⟶ What are the challenges the students are facing in your subject?

⟶How might you use visualization to support them?

ual:

one-line brief | 15 mins

⟶ To design a…[format]

⟶ About…[topic]

⟶ That…[students]

⟶ Can use to…

⟶ To enable…

ual:

discuss | 30 mins

⟶ How might you approach this visually?

⟶ Sketch out some ideas and discuss them with your partner…

ual:

Stay in touch!

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Laura Knight / Course Leader / MA Communicating Complexity / Central Saint Martins