Visitors & Residents mapping workshop

An activity based workshop designed to facilitate reflection and discussion around online engagement in learning and teaching contexts.

Written by David White and Donna Lanclos (draft version 24/02/15)

8-45 people - Individual mapping, group discussion
Room layout = cabaret - 4 to 8 round each table.

Contents:

Workshop structure

Register - refreshments	20mins
Assess group	10mins
Introduce the Visitors and Residents concept	10mins
What does Visitor mode and Resident mode ‘look like’ online	20mins
Lunch ~ 40mins	
Demo mapping	10mins
Mapping	20mins
Discussion	30mins
The ‘So what?’	15mins
Wrap-up	5mins
	Total ~ 180mins

Key groups the workshop can be run with (participants):

- **Support/service staff (Staff)**
  Staff in roles that involve engaging students with services or support (library, academic support, e-learning, IT etc) will benefit from gaining an overview of how their team/group engage online. It’s a good starting point for discussions around how to engage users of their services via the digital. Additionally, comparing their maps to students generated maps/commentary can bring useful perspectives.

  With this group there is usually much post-mapping discussion about the approach, limits and characteristics of professional roles.

  Some of the groups in these roles are not usually given many opportunities to reflect on their practice and might need close facilitation to begin with.

- **Teaching staff (Faculty)**
  Teaching staff are usually interested to find out how colleagues are engaging online. A mapping session can reduce the ‘I need to learn everything about the Web’ paranoia. There is likely to be a lot of discussion about ‘how students use the Web’

which will predominantly be anecdotal. One effective format is to ask teaching staff to run mapping sessions with their students once they have tuned into the process. This will lead to a greater understanding of what students are really doing to get through their course and might point to new ways to engage them.

There is likely to be discussion around when and where it's appropriate to connect with students online and how to manage students expectations.

Teaching staff tend to be practiced at reflecting on their approach and methods. This can vary with discipline with 'Liberal Arts' generally having more experience at reflection than STEM (but this is a very broad generalisation).

- **Researchers (Post-graduates, Post-docs, and Faculty)**
  PhD students and those in research posts are often very interested in how to increase their visibility online, drive engagement with their work and build professional networks.
  It's useful to explore the tensions between traditional forms of academic credibility/visibility and those the Web can support.

  This group has a tendency to to want to deconstruct the mapping process rather than talk about their personal practice. If this happens then explain that "V&R" is a simple metaphor, and that the discussion around the maps is often of more value than the maps themselves.

- **Students**
  Like all of the other groups, students are interested to discover how their peers use the Web. Don't underestimate how nervous early-stage students are of revealing practices which they assume are not legitimate (using Wikipedia for example). This group usually need to be coaxed into reflecting, which is why drawing your own map as part of the process is useful (but beware of students then using your map as a model)

  When discussing the maps it's a good opportunity to highlight and validate 'personal' practices which can be incorporated into learning, such as following 'experts' on Twitter or forming course focused Facebook groups.

  Student maps can be extremely useful to feed into discussions with other groups --if you choose to try this, make sure you get permission (written consent is best) to use the maps from the students.

- **Senior management.**
  It's useful for senior management to gain a picture of online engagement within the area they manage. Often this group will be influencing strategy based on an

incomplete understanding of the way the Web is being used in and around the institution. Mapping with this group will help them tune into the various themes and issues. It can then be of value to present an analysis of maps/discussions that have been collected from the other groups. The mapping process has been used as a starting point for digital strategies and policy at an institutional level.

What is “Visitors and Residents”?

*This section is a description of the motivation behind the Visitors and Residents(V&R) idea, and the research project that underpins the concept, and the mapping process. You do not have to go over all of this for your workshop, but it’s useful to have this in your head before you begin. We do **not** recommend that you spend a lot of time lecturing about V&R--there are materials online that can explain it simply and clearly, and you can either leverage those materials (videos in the workshop, or have your participants read up on the concept before the workshop begins, in a “flipped” way), or summarize them for your own brief presentation of the concept, and the research behind it.*

The web allows for a collapse of traditional notions around roles and geography. There are an increasing number of ways to go about doing things and connecting with people, and grassroots solutions are now just as likely as institutional ones. “The digital” is an understood part of many of the ways that people are in the world; the web is an underlying assumption, and the ability to do things, find things or live parts of one’s life online is taken for granted. Expertise and information are distributed across the web in ways that are distinct from how they used to be distributed in physical space--they are less bounded, more open to non-experts, and often easier to find.

The concept of Visitors and Residents was proposed by Dave White and Alison LeCornu in their 2011 First Monday paper, as an attempt to provide a more accurate and useful framework in which to describe and analyze people’s motivations to engage with technology and information. It stands in contrast to the reductionist model of Digital Natives and Immigrants--we are not trying to label people with fundamental identities. We are trying to identify modes of behavior.

The Jisc funded research project began with the V&R paradigm as its foundation. During the project we conducted interviews with a wide range of individuals in the US and the UK, across the educational stages (high school through to professional academics), to address the relative absence of data on what people’s actual workflows are, and what the role of digital places and tools are in their embodied practices. In the second phase of the study, after the first phase began, the research team revisited some of the individuals we originally interviewed, to try to see what if any shifts might be happening in practice through time. We found that shifts in practice were tied far more to the needs of individuals as they moved from one educational stage to another (or left academia altogether), than to notions of identity, or idealized senses of the “right way” to use technology, or search for information.

The V&R mapping process was a way for us as researchers to visualize what we were finding in the data. It is also a tremendously useful tool for explaining what is at stake in digital practices, and illuminating the role that digital places play in individual and institutional practices. It has also gone on to be used by staff developers, course leaders, librarians, and learning technologists. V&R mapping gives a simple framework to visualize varied practices and takes into account the range of modes of engagement. The vertical axis (private--institutional) provides space to illustrate the ways the web can break down the distinctions between public and private, professional and personal, etc. Engaging with the V&R framework also requires the realization that the motivation to engage with the 'digital' and the manner in which you use it is not immediately apparent from the technology itself (i.e. someone having a Facebook account doesn't tell you how they might be using Facebook).

At one level the mapping process is a discussion starter. In mapping exercises, we can make visible all of the messy real practices, how people are actually getting on with what they are doing. Engaging in this kind of mapping also helps break down assumptions that being "good" with technology or just "owning" technology translates directly to knowing what one is doing. It also provides an opportunity for individual reflection, for sharing practice, and informing the design of inductions, curricula, institutional services and policies. Generally we find that people come have little trouble coming to an understanding of the overarching V&R idea. The area that needs close support is the point at which they start to map their practice and have to interpret the concept into their own contexts

The focus in workshop discussions should be on the motivations behind the practices of the individuals of the workshop, not on the specifics of the tech they are using--that is, steer conversations away from how they share things on (for instance) Instagram, and more towards why, what they get out of those activities. That way participants are less likely to become overly focused on the 'latest' platforms, which can mask the probability that the 'new' technology does not in-of-itself embody any new practices. The goal is less "I just discovered Twitter" and more "this is what I do with Snapchat."

Be careful to make sure that participants keep coming back to discussions of what they do--this is not about fundamental identity. As soon as people start saying, 'I'm a Visitor," they are lost to part of the conversation you would like for them to join. Similarly, some groups will be tempted to deconstruct the V&R idea itself rather than reflect on their practice; this is worth avoiding too as V&R is a metaphor, just a jumping off point for deeper discussions.

Ideally, engaging in the workshop will inspire reflection and a desire to change personal and professional practices around technology and information. This is not to say we expect for people to decide they are doing things wrong, but rather to express a hope that new modes that they have heard of, but perhaps did not have opportunities to engage with previously, might become part of their possible range of options. Participants can come away with new ways of engaging students and/or clients, and of informing design and other institutional policies. Conversely, they might come away with a new confidence in their current practices and less paranoia about (for example) 'having to be all over Social Media'

What is at stake for institutions, educators, and individuals?

Paying attention to people's digital workflow practices is crucial, not just for understanding what engagement with digital tools and places actually looks like, but also to inform the potential transformation of those tools and places to more effectively meet the needs of the communities that use them. The target population for the mapping exercise can vary depending on the stated objective of the workshop sponsors. For example:

- mapping student practices to see how they are actually going about learning in formal and informal contexts
- mapping staff to see how they are engaging with students/clients.
- mapping faculty/academic/support staff practices to see how they are engaging with digital tools, places, resources

Workshop Outcomes

- Participants see their peers' online engagement and reflect on their practice
- Starting point for future activities around engaging students/clients online, open practice, digital capability, credibility of online sources etc.
- Participants leave with a clear idea of the areas of their own online practice they intend to develop further, and why.
- The workshop can act as a way of feeding staff and students into appropriate development opportunities that already exist in your institution.
- The workshop can be used as a starting point to explore areas such as Digital Literacy and Digital Student Experience at an institutional level, going on to inform policy/strategy

Workshop Outputs

- V&R maps become a form of working document
- V&R maps can be a form of research data assuming the correct permissions have been collected
- If recorded the discussion around the maps can also act as research data
- Participants likely to describe possible follow-up sessions, desired forms of support

We have found the mapping process to be a useful qualitative starting point for projects attempting to gain an understanding of student and/or staff practices. For example, the mapping has been used to inform the design of surveys and to bring the 'voice' (assuming mapping related discussion have been captured) of staff/students into research. The maps themselves can be used to illustrate certain overall modes of engagement/disengagement in an 'exemplar' fashion.

Workshop Content

In this section, we go into detail about what happens in the workshop, with some tips about what to pay attention to and watch out for. The more you conduct your own version of the workshop, the more variations you will engage in around this basic content and structure. As with the mapping process itself, there are a variety of right ways to conduct this workshop.

Starting

A workshop this long should begin with food and drink, and have a break with more in the middle. Depending on the time of day, you can have breakfast in the morning, and then mid-morning snacks for the break, and then let participants go at lunch, or have lunch at the beginning, and mid-afternoon snacks at the break. The specifics of what you feed workshop attendees is less important than that they are fed, watered, and (if they wish) caffeinated.

Assess the group

If you don't already know, establish roughly what type of people are in the room - people in roles who don't normally have to reflect or early stage students will require the most help. Those with less practice at reflection may require a more close managing of discussion. These groups may also be more likely to copy your demo map - it's important to emphasize that there isn't a correct answer. There might be more or less of a need to prompt the group to roll with things. Keep in mind that the reflective practice is a major part of the point of these workshops--independent of them learning about V&R. The process is ultimately more important than the content.

Describe what they will get out of the session

- A chance to reflect on how they engage with the Web
- A chance to share practice and discuss
- A chance to think about how to evolve their practice, finding new ways to engage with those they work with/for
- Possibly a chance to feed into larger strategic planning

Make it clear that it's going to be a very interactive and discursive session.

Introduce the V&R concept

Either describe V&R or run the first video https://www.youtube.com/watch?v=sPOG3iThmRI (7mins)
One option is to offer the video before the workshop takes place, allowing you to start with a group of people already primed with a basic understanding of V&R. In general, people come to an understanding of it quite easily. The challenging part is getting them to reflect on their own practice.

What does V and what does R look like online?

While most people find the V&R idea easy to understand in principle sometimes it's difficult for them to imagine what Visitor and what Resident practice 'look like' in the flesh as it were. To mitigate this it can be useful to set some fun tasks which have a distinct V and R feel to them.

- V = no social trace
- R = social trace
- High R = Googleable
- Low R = social trace but within closed groups or communities.

Example tasks to explore these concepts:

- "Do you 'reside' online?" = Get into pairs and Google each other - discuss what you find.
- "Follow the tag" = Call up Tweetdeck, find a hashtag and follow it. Participants who Tweet might like to contribute to that tags' discussion.
- "In the news"= Pick a breaking news story and ask participants to research it online - discuss relative merits of the various sources found. Alternatively pick a celebrity and go through the same process.
- "Freedom of speech" (more advanced) = pick a lively story on a news site and get participants to sign-in and comment on it. Check back later to see if you have influenced the debate.

As you can imagine these activities will begin to stimulate debate around the relative merits of certain modes of engagement and practices online. Have a think about activities that might be specifically appropriate to the character of the group you are working with.

Demo mapping

Create your own map on a flipchart pad in front of the group. Be as honest and open as you can to break the ice. This video might help you to tune into the process.
https://www.youtube.com/watch?v=MSK1Iw1XtwQ (10mins) - less reflective groups might be

tempted to replicate only the platforms you have put on your map. You may need to make it clear more than once that there are no right answers.

Remind people that this is about their practices not about their identity. V is not not better or worse than R.. You want to preserve the ability of people to relate to the discussion, and identities can become barriers to understanding and connecting with the practices of others. Resident practices, for example, can occur in a range of more or less visible digital places---that is, people can be in Resident mode, but only visible to particularly curated groups of people (eg private Twitter groups, FB groups, Google+ circles, etc)

It's about What-You-Do not Who-You-Are.

Mapping

Give them 10-15mins to create their own maps - provide coloured pens, large format paper or print-out V&R mapping templates. Moving away from ballpoint pens and A4 printer paper helps participants to see the mapping as a creative process. Encourage participants to use colours to denote aspects of the map they feel are relevant/important/distinctive. Part of what makes this engaging is the arts-and-crafts nature of the mapping. (Although some will prefer to draw on tablet screens etc)

The mapping process can be interpreted or appropriated in whatever way people think is helpful/relevant. It does not matter, for instance, if they use circles or rectangles or any other shape to represent their practices.

Encourage people to compare and discuss maps. Be clear that it's a very qualitative process, open to interpretation and that the 'chat' is as valuable as the maps. - Circulate and discuss as they draw. You can pick-up useful things to discuss by listening to the discussion around tables as it happens. You might also realise what you forgot to put on your map. Point this out as they are mapping--be transparent about what an imperfect process it is, and how the discussion with others is central to the process.

The mapping usually starts with chat around tech then moves on to discussion of practice and people: the Why not the What.

> Resources: Mapping template:
> https://drive.google.com/file/d/0B_sfm89i9DC9YmVhczg2ak5DTlE/view?usp=sharing
> This is a basic V&R mapping template that can be printed on A3 for the workshop.

Feedback

Once the maps have been drawn, and discussed while in process, it’s important to bring the conversation around the maps together, and draw out points that can be relevant to the entire group. Frequently it can be difficult to get a lively discussion going within a large group all at once. Therefore, we recommend that once participants have drawn their maps, they pair up and discuss their maps with one other person before coming together in a larger discussion. Too often people don't share things right off the bat, but if they have talked with one other person about what's going on, they are more likely to share with the big group. Once participants are in pairs, you can give them prompts to get things started, for instance:

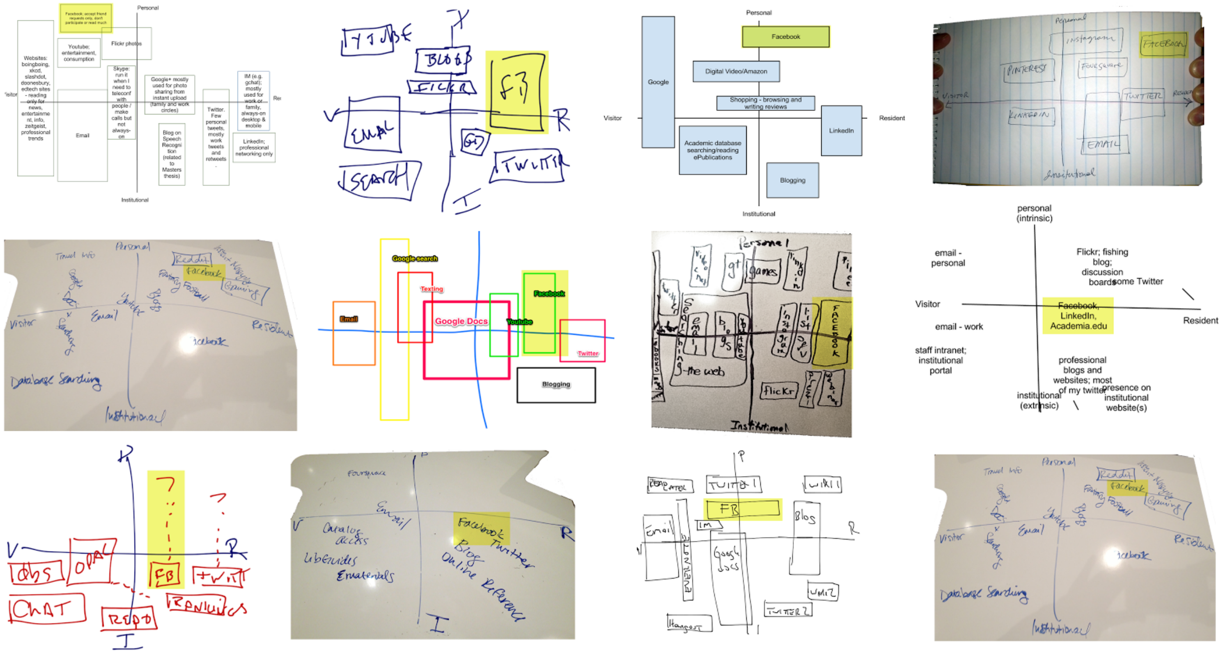
- give them 3 things to observe about the pairs of maps?
- Find a thing in common, is it placed different in respective maps (e.g., where is Twitter?)? Is it in the same place? What might that mean?

In general, the goal is to try to draw out motivations rather than methods: *Why not What*

Some useful discussion topics around the maps:

Same platform - different locations

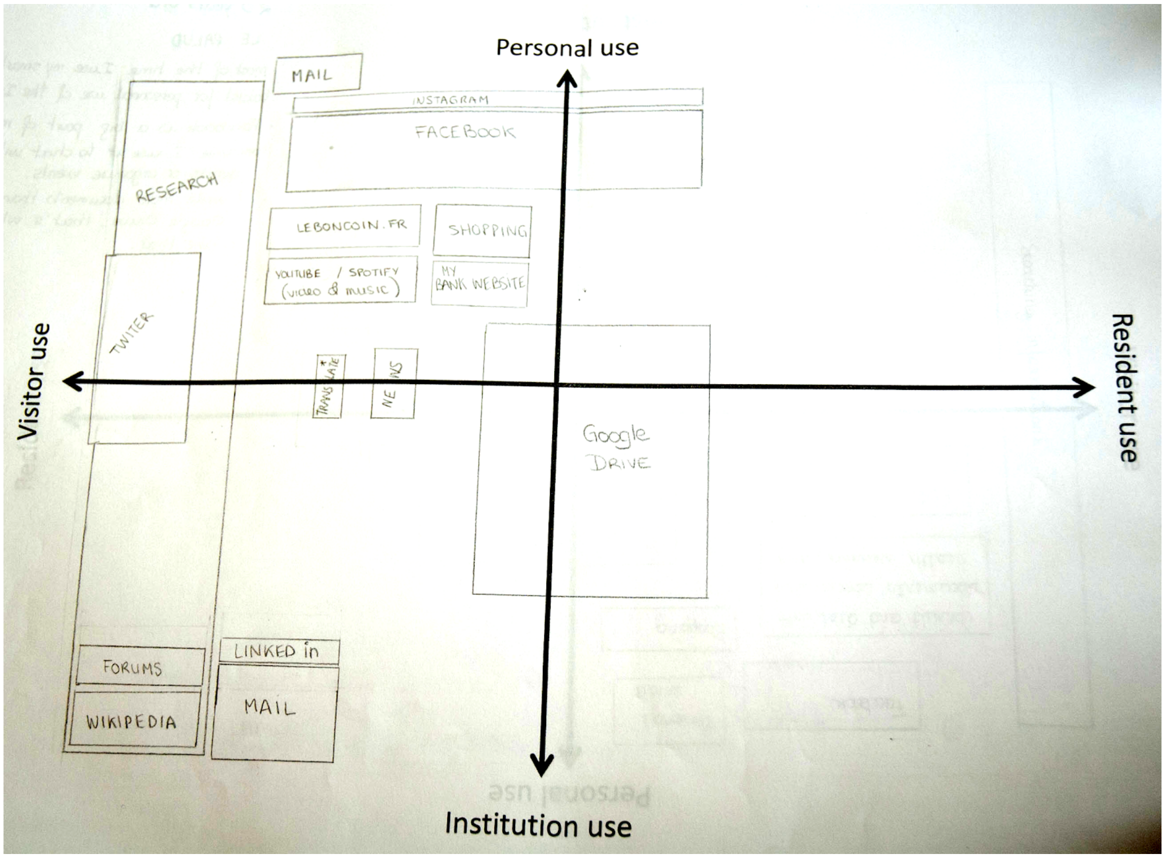
This is a good starting point for discussion as it highlights the value of the mapping process. Pick a commonly used platform/service and ask where people have mapped it. Facebook can work well but so can mundane technology such as email. You are very likely to find that these have been mapped to different locations depending on individual’s motivation to engage. For example, some people may be very socially active in Facebook and map it as Resident while others might use it as a basic address book and map it to Visitor. Similarly people might map Skype to Resident if they stay logged in all the time and map it to Visitor if they only launch Skype for specific meetings. The overall point is that the functionality of the technology does not mandate it’s mode of use. This is why surveys that simply ask what individuals use don’t give a useful picture of actual practice.



A selection of maps from a range of sources highlighting in yellow the various locations Facebook appears.

Elegant lurking

Following on from the topic above is the notion of 'Elegant lurking' which is often what is happening when an individual allocates apparently Resident platforms on the Visitor side of the map. For example, if Twitter is mapped as Visitor is usually means that they are following a collection of 'useful' people in their field but rarely, if ever, engage in conversation or dialogue. They are 'lurking' in a very instrumental fashion. This mode of engagement is an important step for many as it allows them to tune into the 'dialect' of a particular community with a given platform. All successful collaborative and social platforms allow for elegant lurking. While lurking does not necessarily mean an inevitable progression to active participation in a digital platform/place, it is a crucial first step to potentially becoming involved in discourse.

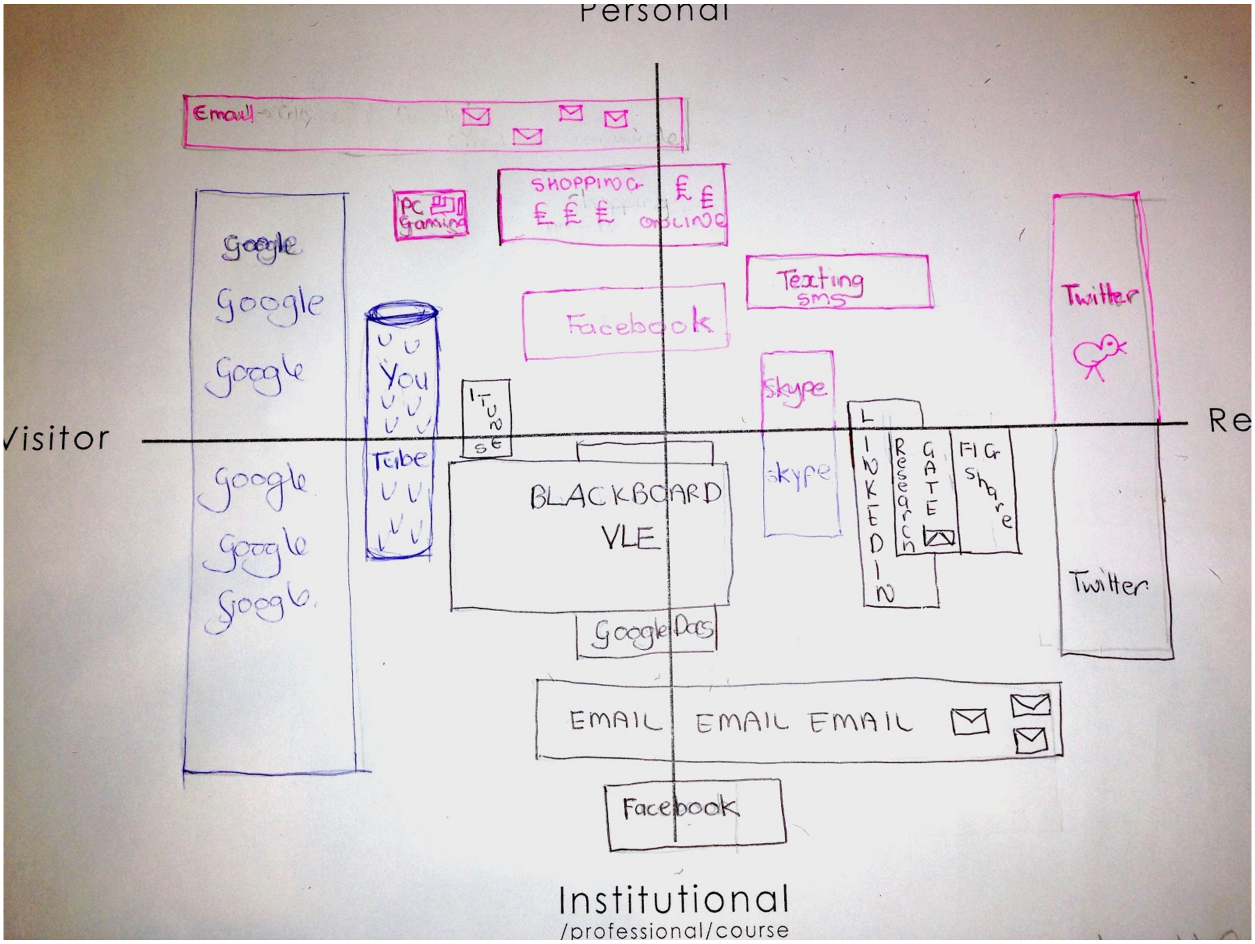


A map from a 1st year Post-grad students in the Arts and Humanities. Note the position of Twitter at the visitor end of the continuum indicating 'elegant lurking' in a Resident style platform.

Possible absence of common information sources - "Where is Wikipedia?":

Many online practices have become normalised to the extent that individuals forget to map them. Often Google search and sites like Wikipedia have been omitted. Asking if anyone has mapped Wikipedia is a good discussion point. This can be done in conjunction with asking how many of the group use Wikipedia. Often discussion in this area leads towards views about the credibility and appropriate use of non-traditional sources. Related resources in this area:

> 'The learning black market'
> http://www.jiscinfonet.ac.uk/infokits/evaluating-services/learning-black-market/
>
> Credibility (video)
> https://www.youtube.com/watch?v=kO569eknM6U
>
> 'Think less - Find more'
> http://www.jiscinfonet.ac.uk/infokits/evaluating-services/think-less-find-more/



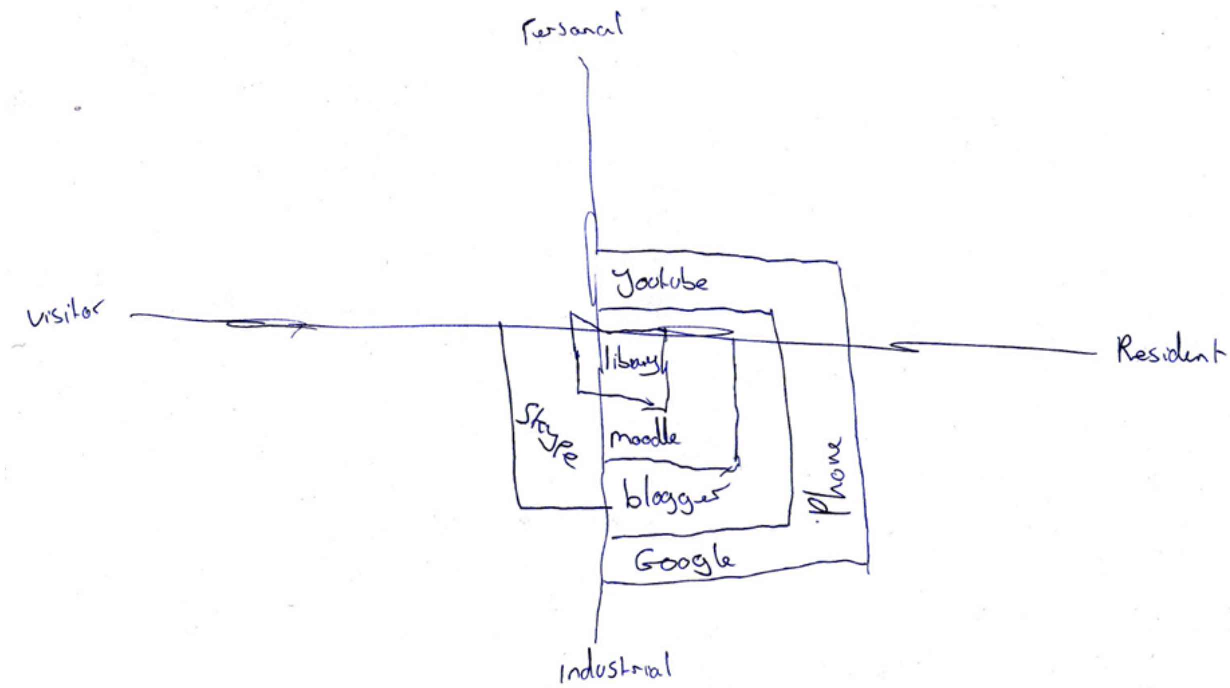
Map from a Health and Social Care tutor. Note the rare inclusion of Google across the Visitor end of the continuum.

Decompartmentalisation

Some participants will have maps in which activity has clustered around the horizontal axis. We call this ‘decompartmentalisation’. It’s effectively a form of convergence in which individual's personal, professional/academic activity takes place in the ‘spaces’ online. A good example of this might be using Google Docs or Dropbox for study, work and personal activities, or the mix of personal and professional activity in Facebook or Twitter. This can lead to interesting discussion around the pros and cons of mixing personal and professional/learner roles online.

Generally it’s the case that unless individuals actively attempt to keep their roles or personas distinct online the nature of the technology is likely to cause some convergence. For students this can start with the emergence of self-organised, course based, Facebook groups. In this case when they check Facebook their feed contains information about their course, making the platform more than simply a social space. This might be extended when students choose to ‘friend’ fellow students based on how useful the connection might be to them for their study rather than for purely social reasons. (Instrumental friending)

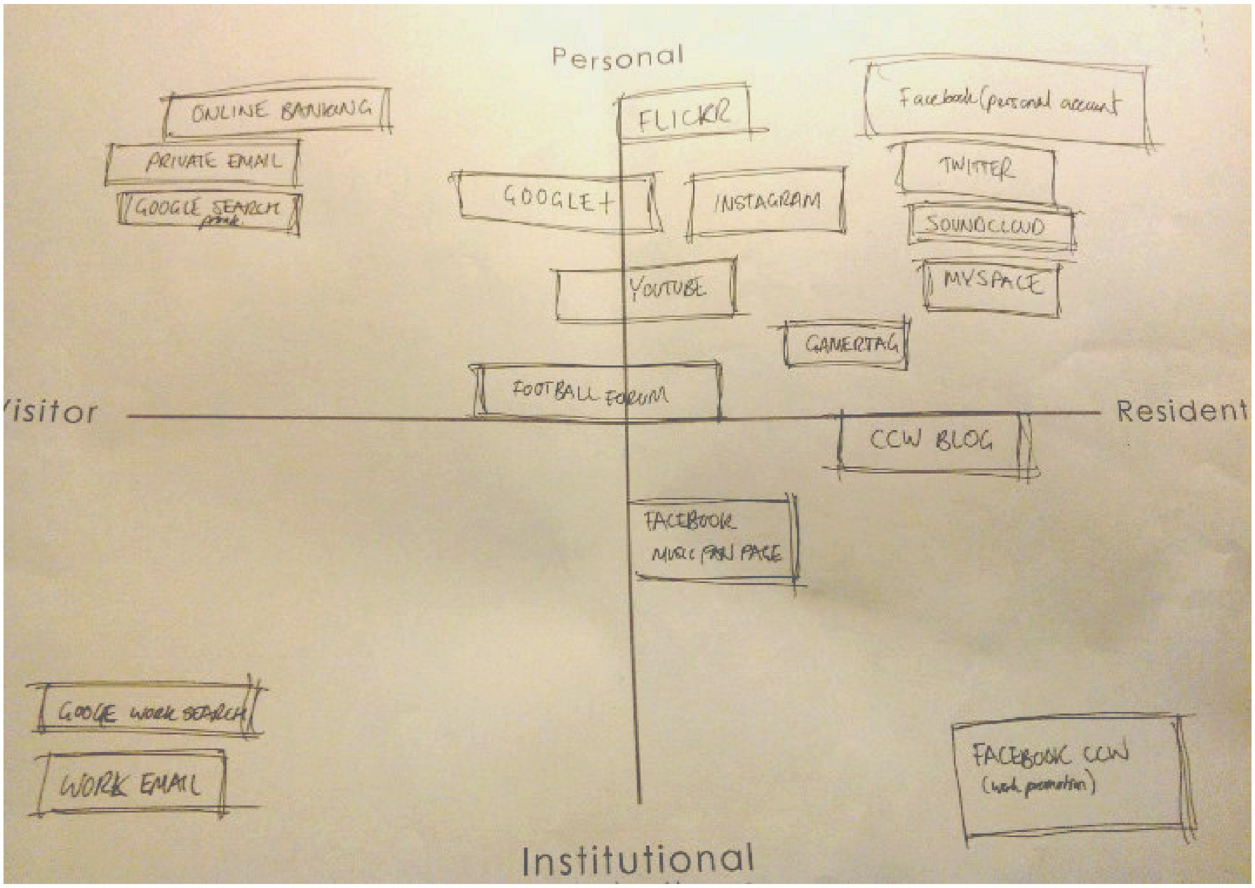
For staff the issue of decompartmentalisation sometimes centers on the choice of appearing in social media as ‘themselves-representing-the-institution’ or as a direct institutional profile: i.e. “Do I talk about my work in the library and friend students under my own name, or should we concentrate on co-running a ‘library’ profile in social media?” Staff who draw much of their identity from their work might find it difficult to map across the vertical axis.



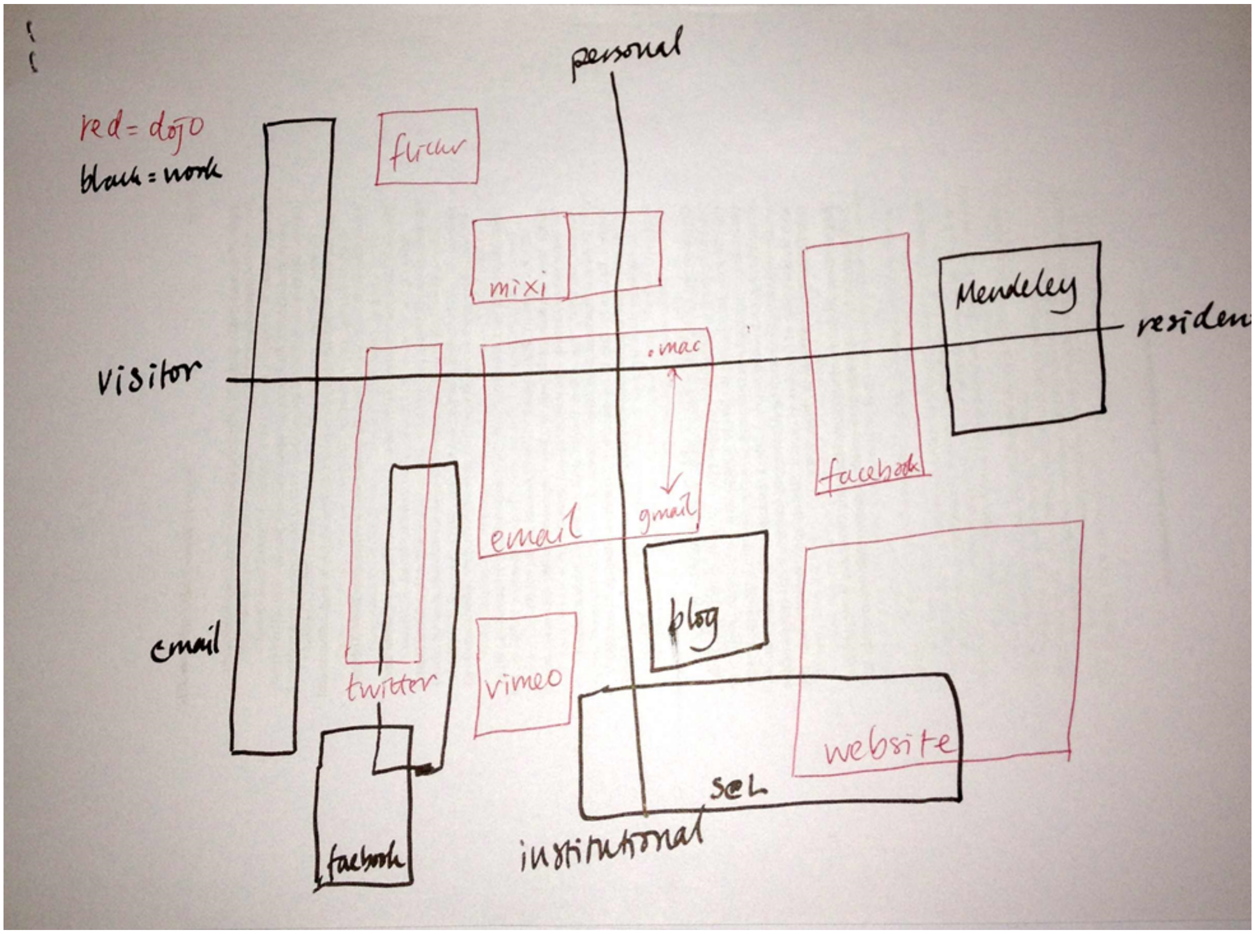
A massively converged map from a foundation year creative arts student. In this case it’s possible in this case that the map is clustered in the centre because this student has yet to develop ‘learner’ or ‘professional’ personas. They simply use a bit of everything in all contexts and haven’t found the need to separate practices yet.

Highly managed practices (compartmentalisation)

This is the companion concept to decompartmentalisation. Occasionally individuals will have highly separated maps in which they deliberately keep their various roles in life separate online. Normally this involves having multiple profiles on the same platforms. Some people find such compartmentalization intuitive and easy, and others struggle with boundary-setting, and find existence on multiple platforms, or multiple modes of engagement on a single platform to be challenging.



A map from a first year Health and Social Care student. Note the relatively common mapping of both personal and work email but also the 3 instances of Facebook including some institutional occurrences and a 'personal account' which indicates that this student is managing more than one Facebook profile.

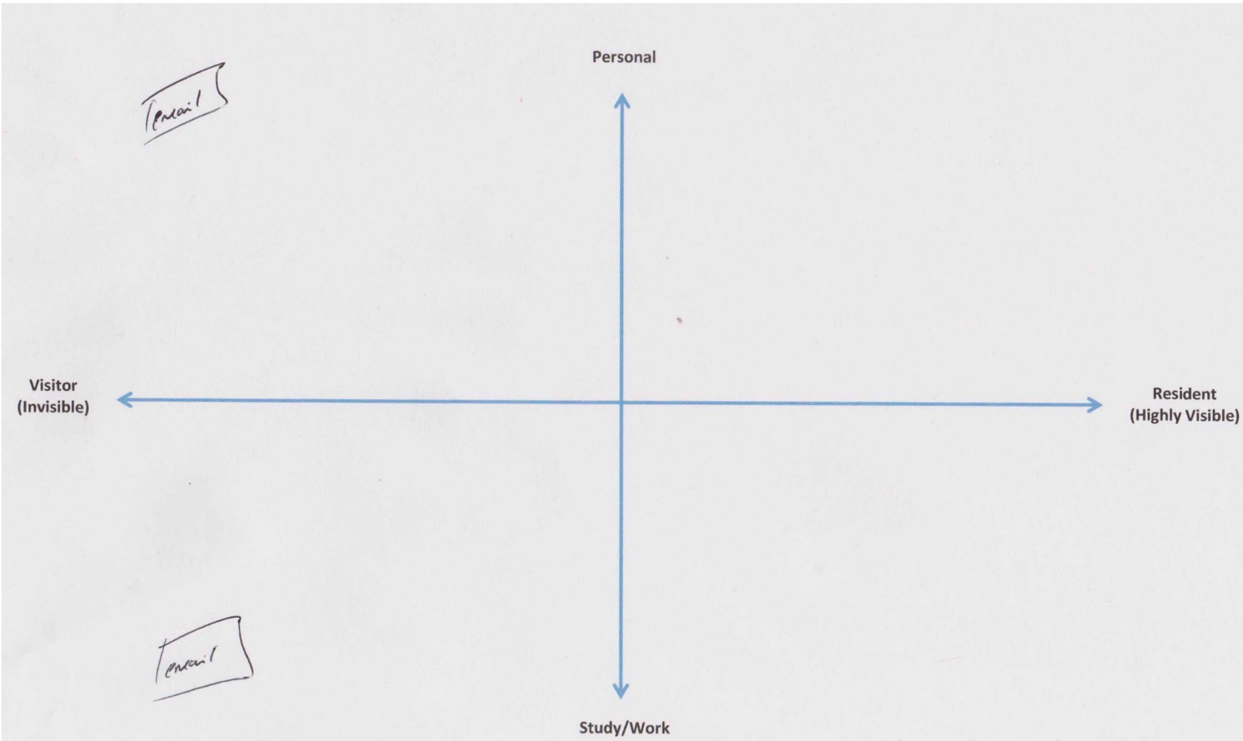


A map from a tutor who has totally separate online profiles for work and personal interest (an active member of a martial arts group) as indicated by red and black pen.

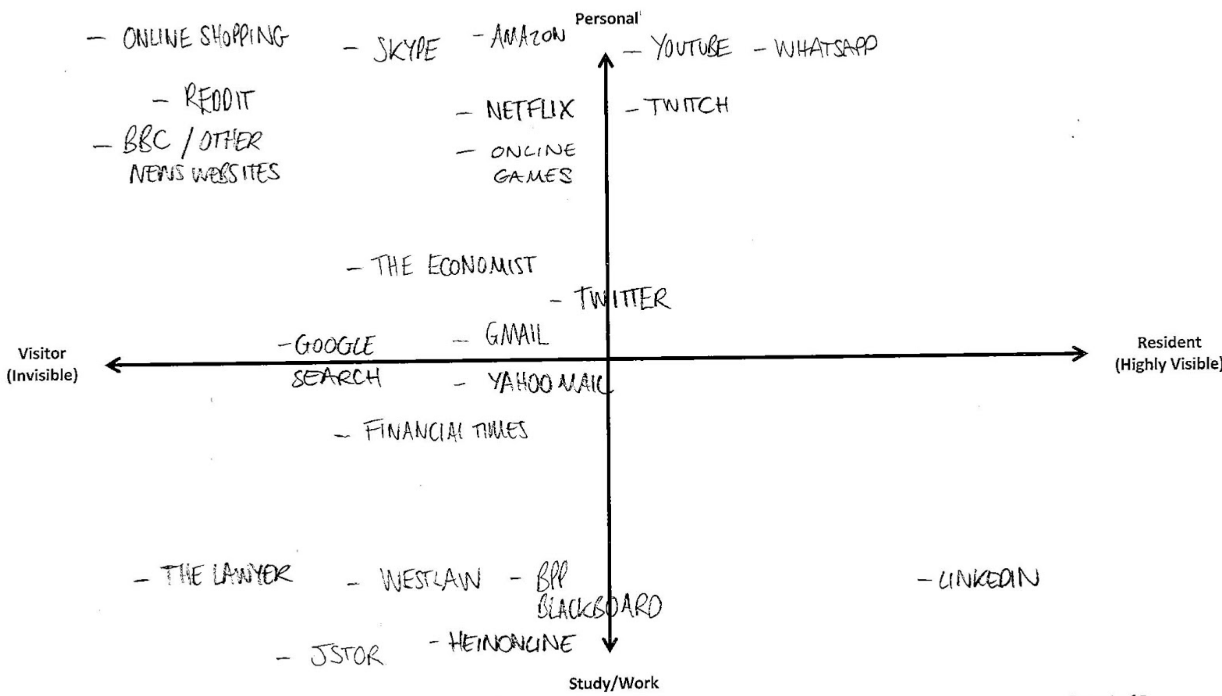
Mainly Visitor

Do any of the participants locate activity in a very focused area on their map? This is most likely to be people with Visitor-only activity, as everyone tends to have some Visitor activity but not all will have Resident activity. It's important here to discuss how successful an individual with mainly Visitor activity feels they are at getting what they need to do done. Often Visitor-only activity is the most effective mode of engagement in a given context. Tightly clustered maps can be effectively contrasted with a map done by a participant with a broadly scattered map of activities.

What you are likely to find is that individuals have no trouble explaining their chosen modes of engagement. The larger group discussion is also a good opportunity to point out that Visitor or Resident modes are not inherently 'better' or 'worse' than each other and that it's about specific contexts and aspirations. Sometimes this is also a useful moment to tackle 'Visitor paranoia' in which individuals feel they ought to be operating in a more Resident manner because it's the 'thing to do'. But, their role might be best served by developing and sharing sophisticated Visitor-mode practices rather than becoming more visible online. So, among the positive outcomes of the workshop is individuals becoming more confident in their practices and that they can further develop existing modes of engagement rather than spreading themselves out across the map for no practical reason.



A map for a Social Science Postgrad indicating no online engagement other than email. This was accompanied by a note explaining that they felt that the companies running huge online platforms are only interested in using our data to sell us products and target adverts.



A map from a Social Science undergraduate in which the only Resident activity is LinkedIn.

See the Jisc toolkit for examples of themes that might arise http://www.jiscinfonet.ac.uk/infokits/evaluating-services/

Credibility

The Web gives individuals new forms of agency and new ways of enacting their practice and/or identity. The opportunities that arise from this agency can be in tension with traditional, institutional forms of operating, and can lead to questions around the validity or credibility of Web based practices and activity. ‘Credibility’ as a concept is often just under the surface of discussions around the maps and is worth bringing to the fore. This can be around the use of non-traditional sources online, being visible in certain Resident platforms in particular ways, engaging with students via social media, setting priorities between building an online network and the production of more traditional forms of work, etc. Thinking in terms of ‘currency’ or cultural capital can be useful with Web based activity being one currency and well worn institutional activity being another. There is an exchange rate between these currencies: the rate is generally more favourable when taking capital from an institution out onto the Web than it is in the other direction. So for example appearing in Twitter as a Professor has some traction but asking for a pay rise as an academic because you have 2000 new Twitter followers has less impact. There is evidence that this might be shifting, though. The following two videos explore this in more detail:

Visitors and Residents: Credibility
https://www.youtube.com/watch?v=kO569eknM6U&index=2&list=PLgO50IKGkqyaX21RaPiSpCKsf87O8S0Yv

Visitors and Residents: Open Practice
https://www.youtube.com/watch?v=1X0g2OvSdWc&list=PLgO50IKGkqyaX21RaPiSpCKsf87O8S0Yv&index=3

So what? - evolving practice

This part of the workshop is intended to provide an opportunity for people to think about what practices they are going to take from the session, and adopt going forward. There are a variety of possibilities for activities that you can engage in to stimulate discussion that can lead to outcomes to be taken away. We suggest a few here. Keep in mind that novel practices don't have to mean more engagement with technology and the digital, this is not about being high-tech. It's about being more comfortable with practice, feeling that their practices are effective in a given context.

The value of the mapping process is very closely related to the group you are working with and the environment they work in so these 'so what?' suggestions will need to be carefully contextualised to ensure they are relevant. It's worth noting that many participants gain a lot from the process of the mapping itself without formally moving on to a 'so what' section of the workshop. The opportunity to meet and reflect can be a rare luxury for many groups.

During this section of the workshop make it clear that you want participants to think of what they want to change in the way they engage online. E.g: when they sit at their laptop what will they be doing differently? Do they envision a way to become more visible online? Do they want to be more available than they currently are to the people with whom they work? Do they want to move a practice from 'personal' into an institutional context? Do they want to become more skilled in a given area? Etc.

Format 1: Learning from others

It's likely that some individuals will engage in ways that capture the interest of the other participants. This becomes more likely if your workshop resulted in a lively and open discussion in the first section of the workshop, which would have allowed you to identify and highlight interesting practices. In this case, we recommend that you single out willing individuals with intriguing practices to share out to the group, describing in particular why they engage in their practices, not just the nuts-and-bolts of how and what.

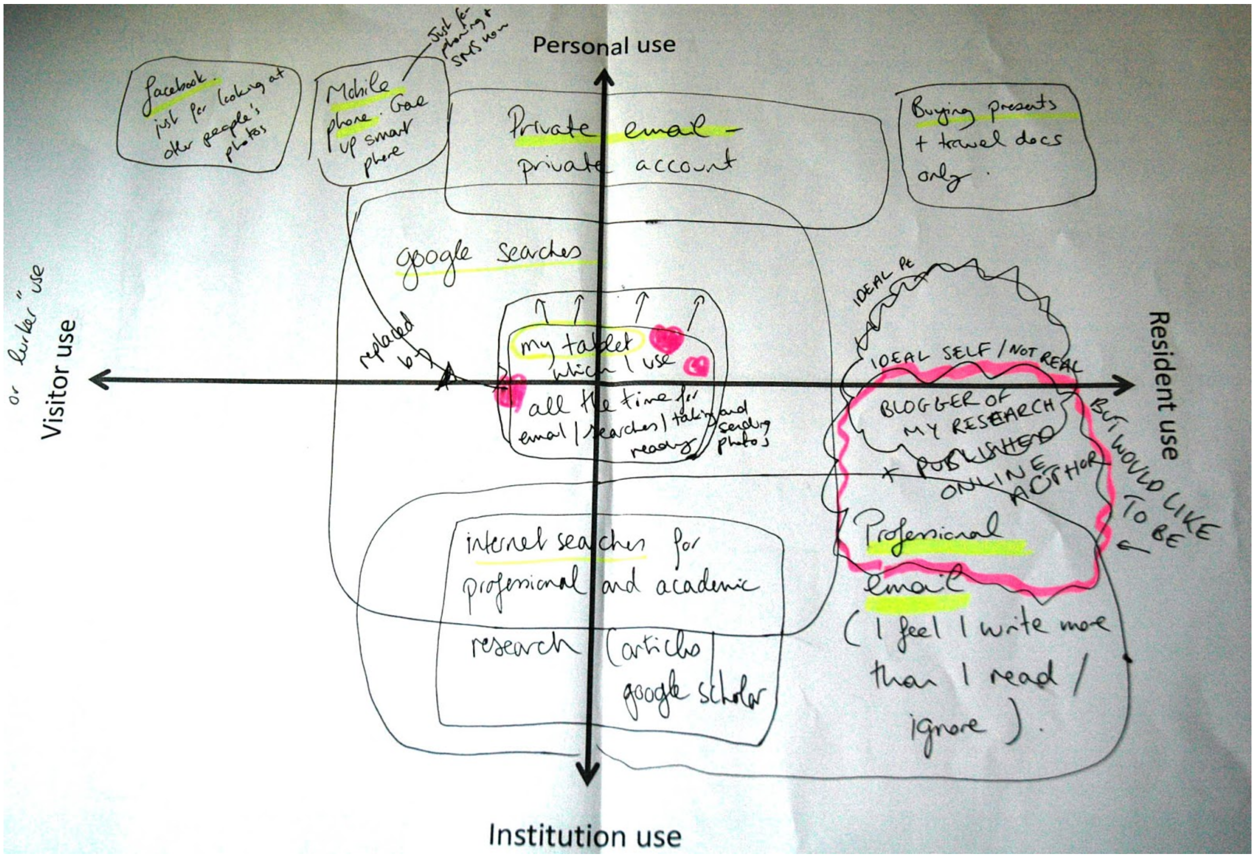
These discussions can then easily segue into exercises such as individuals making lists of what they want to investigate (in terms of online practices) outside of the workshop, and with whom they might like to collaborate going forward.

Format 2: annotation

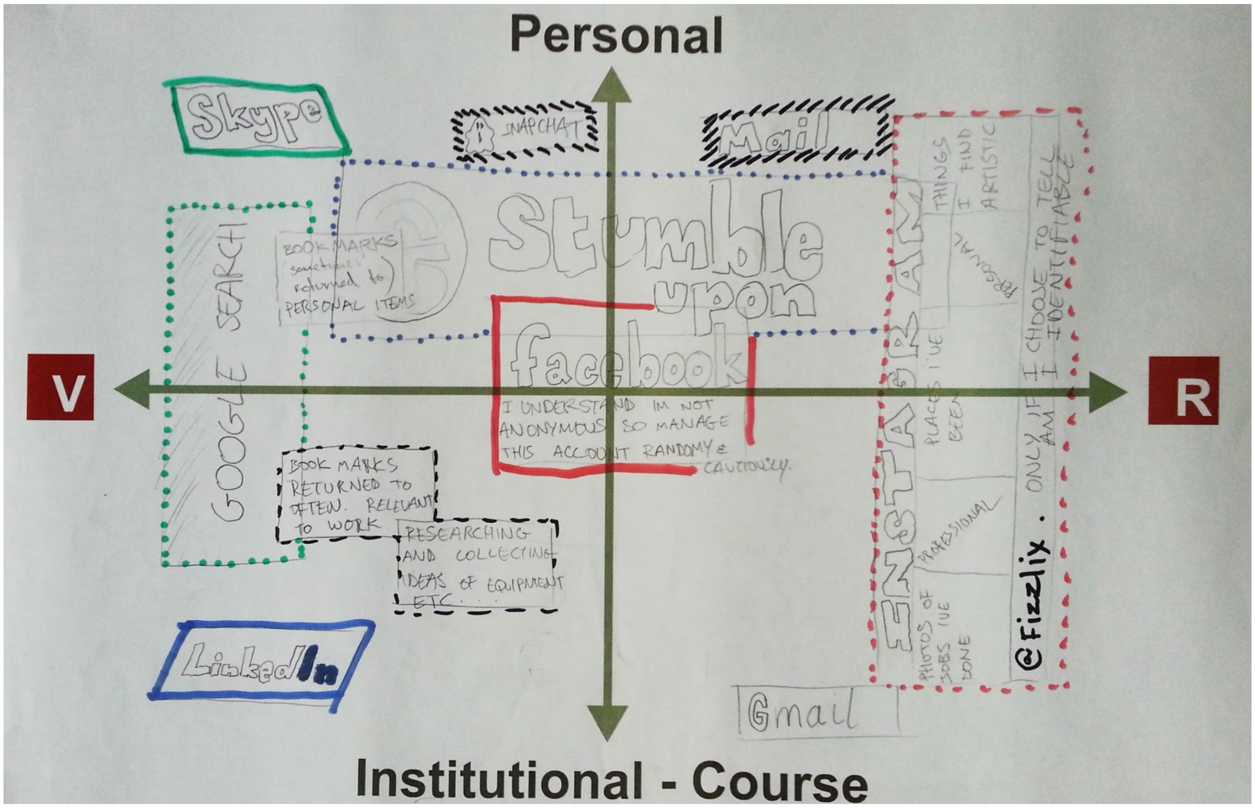
Participants' engagement with the Web will be constantly shifting. A useful 'so what' activity involves annotating their maps to describe the value they feel each area brings and how they would like to further develop certain areas. For example, they might want to get more involved in discussions on Twitter, become better at seeking out a wide range of resources, get started editing Wikipedia, or spend less time in Facebook.

Have the group spend 5-10mins annotating their maps with the areas of practice they want to improve or work towards. (Could use tracing paper)
Discuss annotations and how aspirations might be worked towards. Try to link aspirations with people (perhaps those in the current group, or those whose practices with which you are already familiar) who are engaging in that kind of practice.

If you are conducting these workshops as a part of a research project into practice and the meaning of practices, annotated maps can be a very good form of research data.



A nicely annotated map from a 3rd year PhD student. Note the 'Ideal self/would like to be' area bordered in pink on the right.

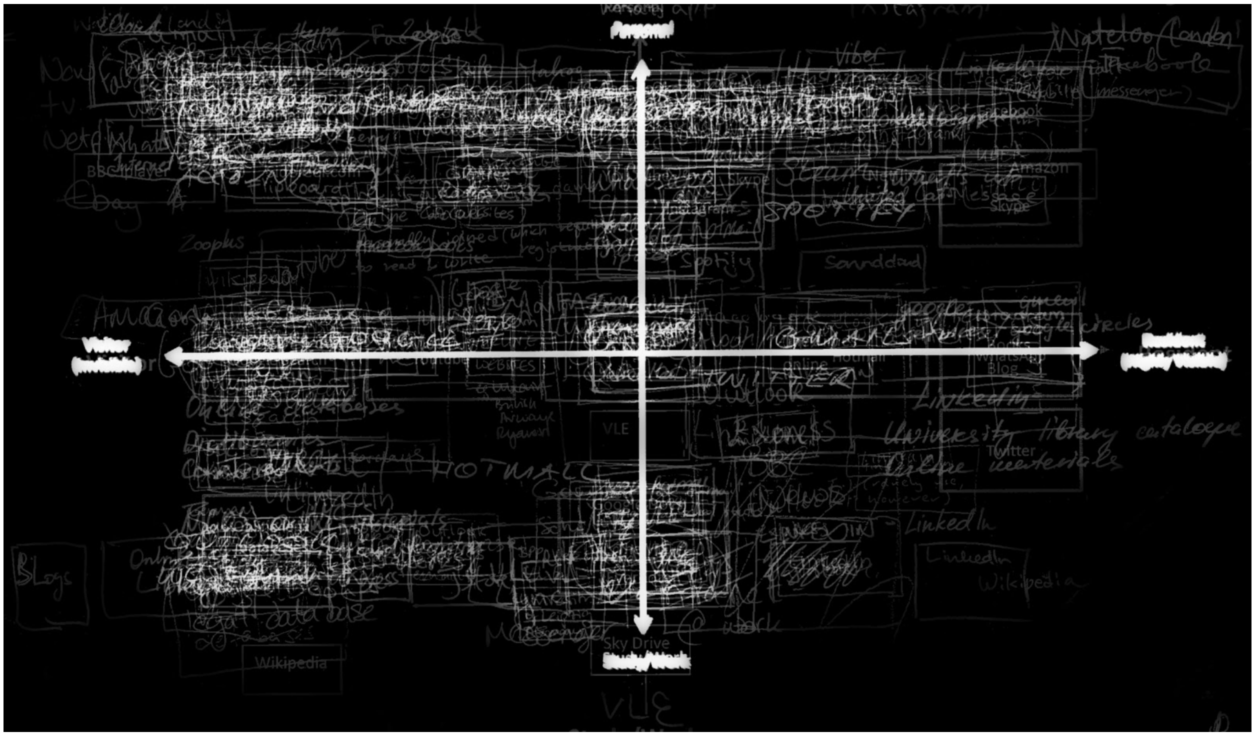


An annotated map from a creative arts tutor

Format 3: Group map

If the participants come from a single group/service area get them to create a group-map from the pieces of their individual maps wherever their activity engages users/stakeholders. The intention is to get them thinking beyond the individual, and to think about the groups they are members of. Indicate groups that are already out there (people who blog together, for instance, such as GradHacker, ProfHacker Savage Minds, Hybrid Pedagogy). In this case they are being encouraged not just to think about what they do, and the motivations behind what they do, but also about how what they do articulates with the activities and priorities of others.

Encourage the group to articulate what the Digital Identity of their group might look like to thier users.



This is a layered map of a selection of 20 maps from a group of business students. This layering was possible because all the students used the same V&R template grad and the maps were then scanned using a photocopier so they aligned well. Of note is the relative lack of activity in the Resident/Institutional quadrant. This is a common occurrence. Layering in such a technical manner is probably not necessary for small groups.

Wrapping Up

Finish the session highlighting online resources participants could use to extend their thinking/practice, and other workshops/training opportunities that might be available locally (training, workshops, seminars etc). It There may also be sources of funding they can tap into to extend the process such as Learning and Teaching grants.

Some participants might be keen to run mapping sessions with their groups/users/students - point them in the direction of this material, remind them of the Visitors and Residents InfoKit which has a great deal of relevant material to use and adapt for workshops.

It’s also good to encourage those that seem keen to present their experience of the mapping process to other members of their groups and/or at appropriate events such as Learning and Teaching conferences, or similar fora in their area.

Senior management will can use the discussion around the mapping to inform programmes of work around Digital Literacy or aspects of employability linked to the Digital Identity of staff and students. The mapping can also inform the development of pragmatic policy around online engagement and social media at an institutional level, ensuring that the Web is embedded into practice in ways which support individual’s careers/progress and institutional visibility/reputation.