

Study title: Qualitative Visualisation: Friction and Flow in Everyday Life of Cyclists

REC reference: ETH1920-0753: Mirela Reljan-Delaney (Low risk)

Researcher: Mirela Reljan-Delaney, mirela.reljan-delaney@city.ac.uk

Supervisors: Prof Jo Wood, J.D.Wood@city.ac.uk, Dr Alex Taylor, alex.taylor@city.ac.uk

Workshop Plan

This is a breakdown of the workshop titled 'Qualitative Visualisation: Friction and Flow in Everyday Life of Cyclists'. The aim of the workshop is to access higher-level motivation for cycling and the role of maps in facilitating self-reflection and aiding self-reflection and to examine their choices of self-expression.

Friction and Flow in Everyday Life of Cyclists Workshop	
Delivery mode	Integrated workshop/interview
Location	City, University of London
Type of interaction	One-to-one
Type of workshop	Paper study – participants will be asked to augment and draw maps using materials provided
Type of interview	Semi-structured. While there is an overall aim, the exact questions will partially depend on the participant's output.
Materials for participants	<ul style="list-style-type: none">• Range of maps, including aerial satellite images, cycling maps, road maps with different granularity and features and maps accentuating green spaces.• Blank paper.• Post-it notes.• Marker pens in a range of colours.• Pencils in a range of colours.• Play doh. Pilot has shown that some participants prefer to accentuate things by rendering them in 3D.• Writing pens.• Writing pencils.
Materials for the researcher	<ul style="list-style-type: none">• Electronic tablet/laptop.• Copies of information sheet.• Paper copies of the consent form.• Notepad and pen for taking notes.• Mobile phone for recording of the interviews.• Incentive voucher.• Refreshments to offer participants.

Time	Activity	Materials
0:00 15 min	<p>Introduction</p> <p>Aim</p> <ul style="list-style-type: none"> • Aim of the introduction is to share information regarding the content of the workshop. • To make sure that the participant has understood the content of the Participant Information Sheet and answer any questions. • To make sure participants understand their rights, implications of taking part in the study and how data/materials will be handled. • To establish rapport and put the participant at ease. <p>Note: When booking allow 15 min grace in case people are late and another 15 min in case a participant needs a break.</p> <p>The Activities</p> <ul style="list-style-type: none"> • Welcome the participant. • Introduce myself. • Make sure they know where the toilets and fire-exits are. • Make them aware that there are refreshments available in case they need/want them. • Give them the incentive. • Give them a paper copy of the Information sheet and discuss content with them. Ask if they have any questions and make sure they are aware of their rights. • Show them the materials and inform them of the session structure. • Check that they are aware that parts of the session will be audio-recorded. • Ask them to inform you if they need a break at any time. 	<p>Copy of Participant Information</p> <p>Paper copy of the consent form</p> <p>Incentive voucher.</p> <p>Mobile phone for recording of the interviews.</p>
0:15 20 min	<p>The Sketching Activity</p> <p>The participants will be presented with a range of maps and materials and asked to use materials on offer to express what matters to them regarding cycling. The participants will be asked to limit themselves to sketching at this phase.</p> <p>Aim</p> <ul style="list-style-type: none"> • To provoke participants into considering their cycling environment and decisions that are making in the context of that environment. • To elicit reflection regarding their cycling. 	<ul style="list-style-type: none"> • Range of maps, including aerial satellite images, cycling maps, road maps with different granularity and features and maps accentuating green spaces. • Blank paper. • Post-it notes. • Marker pens in a

	<ul style="list-style-type: none"> To collect their expression of the cycling <p>The Activities</p> <ul style="list-style-type: none"> Make sure the participant is comfortable. Ask them to use materials available to express what matters to them regarding to cycling. Assure the participants that there is no right or wrong answer and that they will not be judged for their artistic ability. We know from the pilot that the participants ask for further clarification. In this case ask: What you would like to communicate? What does it mean to you? What is good, what is bad? Assure participants that they can take time. Assure participants that we have spare materials and they can have several versions and false starts. 	<p>range of colours.</p> <ul style="list-style-type: none"> Pencils in a range of colours. Play doh. Pilot has shown that some participants prefer to accentuate things by rendering them in 3D. Writing pens. Writing pencils.
0:35 10 min	<p>The Annotating Activity</p> <p>Participants will be asked to annotate their sketches.</p> <p>Aim</p> <p>Main aim of this activity is to help with the later analysis.</p> <p>The Activities</p> <ul style="list-style-type: none"> The participants will be asked to annotate what the outputs from the prior phase of session. 	<ul style="list-style-type: none"> Participants output from the first activity. Pens Post-it notes
0:45 15min	<p>The Drawing Activity</p> <p>The pilot has shown that most of the participants will express themselves by enclashing a map. This means that some elements of their cycling are already present and we don't know their importance. Participants will be asked to make a drawing without a map.</p> <p>Aim</p> <p>This activity will enable them to isolate their impressions from the environment.</p> <p>The Activities</p> <ul style="list-style-type: none"> The participants will be asked to make a sketch on a blank piece of paper. <p>Note</p> <p>In case that the participants have not used maps in the first activity, they will be asked to put things of a context of an environment and make a map sketch.</p>	<ul style="list-style-type: none"> Blank paper. Colour pens. Colour pencils. Pencils, Pens. Play-doh.
1:00 50 min	<p>The Interview</p> <p>A semi-structured interview. Participants will be asked to talk about their sketches. The conversation will depend on what they say. They will be asked to explain meaning of things, their choices of things to include. Their choice of symbols.</p> <p>Aim</p> <p>To get in-depth qualitative information</p>	<ul style="list-style-type: none"> Mobile phone. Notebook and paper. Participants outputs from previous sessions.
1:50	End of the Session	

10 min	<p>Aim Provide closure, gather first impressions and wrap up admin tasks.</p> <p>The Activities</p> <ul style="list-style-type: none"> • Thank the participant • Ask them their first impression of the session? • Remind them of the feedback form and suggest making a note of any thoughts that might occur them in the incubation stage (period after session). • Remind them that they can contact you at any time if they have any concerns. 	
--------	--	--