

FOUR **The Environmental Dimension**

Due: as noted below

We will be studying the relationship between perception and cognition and the built environment through artifacts like cognitive maps and behavioral assessment methods. This week's assignment should help us demonstrate some of the findings related to cognitive mapping and help us understand the processes and biases that they reveal.

Part One: Experience (Field Journal Entry Number Three)

Due Tuesday 19 February in class. COMPLETE THE COGNITIVE MAP BEFORE DOING READINGS.

On an 8.5x11 piece of unlined paper, create a **cognitive map** of the neighborhood in which you grew up. Include places and locations that were important to you at the time. Do not look at any maps, photos or other visual media—rely only on your mental images and understanding to reconstruct a map of the environment. After class, incorporate your map into your field journal (physically attach to notebook). On the class blog, write a short reflection on your map, relating it to the in-class discussion and the readings.

Part Two: Reflection on Readings

Due Monday 18 February, electronic submission, 10PM. Printed version to class Tuesday 19 February

Our spatial ability is affected by our rational and emotional understanding of a place. Read the two chapters and summarize in no more than half of a page per chapter, both on a single page. Use the naming convention **LASTNAME behavioral dim readings**

Space and Place | Yi-Fu Tuan

Chapter 4 Body, Personal Relations and Spatial Values

Chapter 6: Spatial Ability, Knowledge and Place

Reference readings:

Lang, Chapter 11: Behavioral Settings

This assignment will be the starting point of our discussion in class. Class participation is expected and will be factored into the grade.

48-351 Human Factors in Architecture :: Response

FOUR The Behavioral Dimension *Discussion Questions*

Assigned: Tuesday 19 February

Due: End of class in classroom. Discussion recordings to TA.

ONE LARGE GROUP

With your group discuss one of the following questions based on the lecture, readings, and the cognitive maps we have created. Record your discussions on the paper given to you by the TA and return it to the classroom by class end. Include names of all participants. Results will be posted and briefly discussed at the end of class.

1. Find similarities between the cognitive map approaches and see if there are overriding types. Individual presentations (select).
2. How might cognitive mapping affect a design process?
3. Are there projects or practices that engage a user's ability to create a cognitive map (or distort it as such) to create architectural experience?