

Go Virtual!

This activity can be easily adapted for the virtual context with the following modifications:

- Invite participants to either draw their maps digitally (*e.g.*, with a tablet) or to draw their maps on paper using whatever writing utensils or art supplies are available to them.
- When instructing participants on which space to map (*e.g.*, the campus, the city, etc.), be sure to consider whether participants in the virtual space have a physical space in common to map. If not, instruct them to map their perceptions and experiences of their hometowns or cities where they currently live, as suggested in the original instructions.
- At the end of the map-drawing period, instruct participants to take a clear photo of their maps with their phones and transfer it to their computer via email (or a cloud service, etc.). The facilitator can quickly walk through this process with participants, if necessary.
- Next, for the small group discussions, send participants into breakout rooms with instructions for presenting their maps to one another. Ask them to either share the image file of their map via the group chat (or another shared interface) or to share their screen with the map open while they present it. (The meeting host may need to adjust the meeting settings to allow participants to do either of these.)
- In general, participants can follow the same presentation procedure outlined in the original activity instructions. While the facilitator can still ask that each participant present in about a minute or so, it would be helpful to add a few extra minutes to the overall presentation portion of the activity to allow for switching screen shares or any other technical transitions.
- Finally, groups can proceed with the discussion questions outlined in the original instructions. (As those instructions note, the facilitator can modify the instructions as required for the circumstances of the class or group.) To help groups transition between the presentation and discussion portions of the activity, it is recommended that the facilitator either give participants a specific time to target for that transition, or if the virtual meeting software allows, to send a message to participants in the breakout rooms when the time has come to start moving toward the discussion questions.
- Like the in-person version, this activity ideally ends with a large group debriefing and discussion. In the virtual context, the facilitator can ask for volunteers to report back from the small groups or use a report-back method like the fishbowl.
- Also, like the in-person version, this activity can be used as a class assignment if the facilitator wishes to collect maps, discussion summaries, and/or reflections via the course site following the group meeting.