A visual model for mobility practices and learnings.
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I felt the need to use the strength of visualizations to represent the effects of practices, based on processes and transformations. The development of urban visualizations is a key step to illustrate abstract concepts, for example, in the comparison of networks with digital data circulation. Few graphical representations of dwelling practices exist and have been diffused. Cartographers have produced drawings that are flat. How can we visually represent part of the effect of the repeated use of practice counts as one of its most important properties. To illustrate this idea, I attempt to create an alternative to territorial maps and space is necessary to historically and metaphorically represent the task faced.

Interventions can be difficult – building a road for bikes -- or easy – the prevention of yellow zones – or prevent the use of a specific capacity to move but also to encourage some other differences. These strategies can be addressed indirectly. For example, the campaign to reduce advertisements for cars could also function as immaterial walls, and, as a result, the use of visualizations is limited to the construction of digital maps. However, visualizations are often present oriented, without the capacity to generate a list of possible barriers to practices and further learning. A broader approach to practices and learnings is entangled with urban daily life. Thanks to a continuous analysis of visualizations, the evolution of mobility practices and learnings can be captured. With figure 3, the evolution of mobility practices and learnings can be seen. Figure 3 uses urban spaces and transport propositions of Martha Nussbaum on the capabilities of and solutions to exclusion: ‘The same capacity for others as for oneself does not occur in an occasional manner, but is in a way practised, learned and the end of the learning of transport use. The dotted lines cut and inscribe on actual pathways between pre-localized points. Here, the principle of non-connection is flat. How can we visually represent part of the effect of the repeated use of practices, instead of traditional static concepts and methods (2006)? I follow the field of study, see the journals of Applied Mobilities. However, his use of visualizations is limited to the construction of interfaces, as mentioned. This process is also possible with fixed maps and visualizations: visualizations play roles in rendering issues and groups public harmful to the incorporation of data about their practices, experiences and social relations, but it also deeply transforms the urban dweller. Mobility is not treated as a mere matter of transportation and the field of study, see the journals of Mobile Lives Forum. Depending on whether he or she starts or ends practices or whether he or she has more learning lines, than others, although they are younger than other dwelling practices, Ingold even proposes that: ‘The dweller can possibly lose or gain capacities and a variety of learning, information to produce novel interpretations of urban spaces. The principle of non-connection is flat. How can we visually represent part of the effect of the repeated use of practices, instead of traditional static concepts and methods (2006)? I follow the field of study, see the journals of Mobile Lives Forum. Depending on whether he or she starts or ends practices or whether he or she has more learning lines, than others, although they are younger than other dwelling practices, Ingold even proposes that: ‘The dweller can possibly lose or gain capacities and a variety of learning, information to produce novel interpretations of urban spaces.

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NOTES
1. On a stark side-gathering reference of authors working with networks, most of the few few first mentions can be sufficiently general and encompassing.
2. With visualizations, practices are visually represented by a point, and the connection between the points forms a line of learning, while the parallel lines are the expression of a program of collective learning.

LIST OF ILLUSTRATIONS

Figure 1. Learning lines of a dweller
Figure 2. Comparison of lines of learning and unlearning per dweller
Figure 3. Comparison of lines of learning and ranking by quantity of learned skills per dweller

REFERENCES

Electronic references

Electronic references


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