

PHASE TWO

Tracking People in Places

Intent:

In this project phase, students worked in small teams, and each team focused on one specific public space. In observing that space, they conducted 4 types of activity mapping: person-center maps, place-center maps, behavior traces, and entry/exit counts. From these observations, they answered the following questions:

How often is this setting used? What activities do people engage in here?

By whom? And with whom? When? Under what conditions?

Where are people more likely to enter, exit, stay, or conduct certain activities?

Which areas or places of the setting are used more than others? For what purposes? Do these places change depending upon time of day, weather, available furnishings, design features, or other conditions?

Which areas are un- or under-used?

A **person-center map** shows people's movements and activities over a specified period of time, from once that person enters the setting until s/he leaves it.

A **place-center map** shows how people arrange themselves within a particular location. Observers station themselves unobtrusively to watch the action in a particular space, and record the location and activities of the people on prepared plans.

Behavior traces are environmental clues as to what people do there. They suggest what goes on in a setting when behavior is not being directly observed. They are of 3 types: (1) erosion; (2) accumulation or accretion; (3) absence of expected traces.

Entry/exit counts are tallies of the number of people entering and exiting a setting on a designated path or at a specific entryway. They are usually done over a 10- or 15-minute interval, depending upon how busy the setting is.



Procedures:

1. The instructor gave each team an assigned campus area (see the following UWM campus map). The students initially sketched a plan of the space (AutoCAD maps were also made available), which included fixed, stationary objects (e.g. benches, trees, lampposts, etc.) as well as any entryways and paths.

In conjunction with the plan, the teams developed a key system that designated a letter (e.g. "A") or a number (e.g. "1") for various activities, postures, and personal characteristics. For example, below is a key system used by one team:

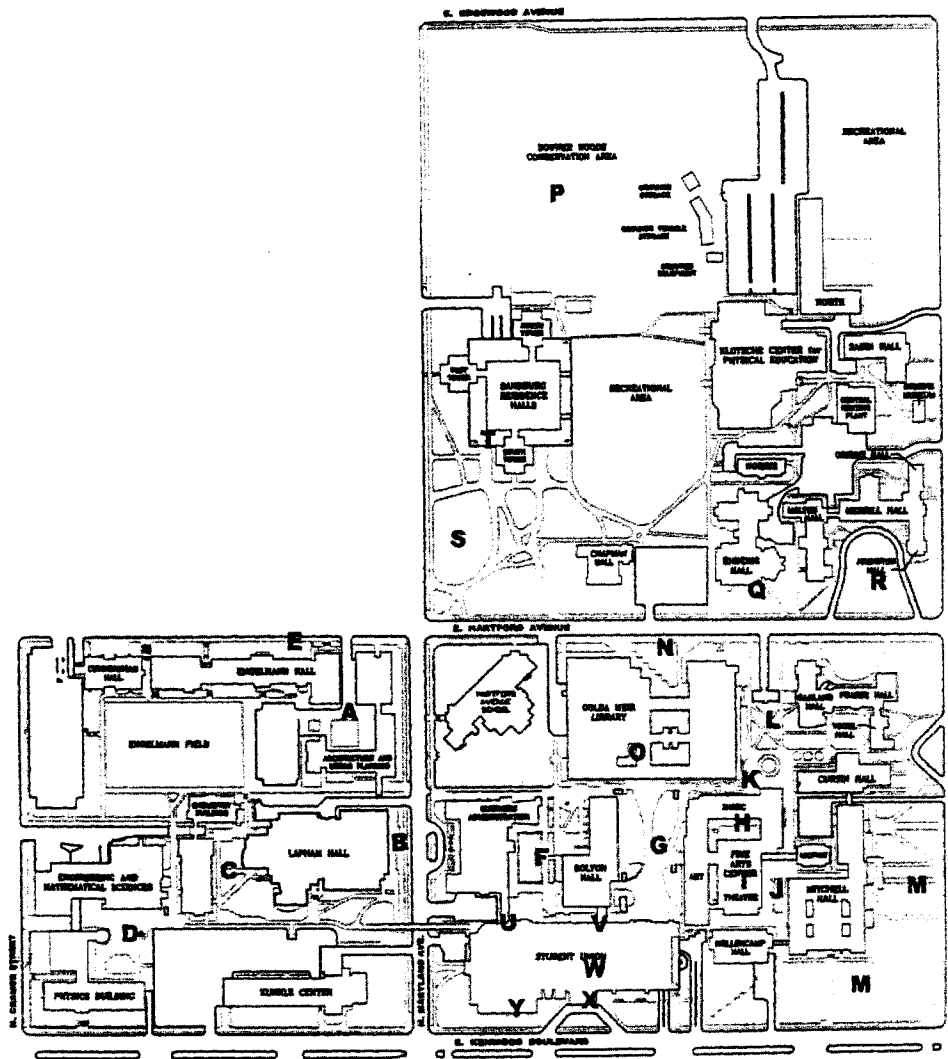
Activity Type	Posture	Physical Characteristics
1 – Public Solitude	Q – Squatting	M – Male
2 – People Watching	R – Running	F – Female
3 – Public Sociality	S – Sitting	PC – Pre-College (under 18)
4 – Playfulness	T – Standing	CA – College Age (18-31)
5 – Eating and/or Drinking	W – Walking	OA – Older Adult (31+)
6 – Studying	O – Other	H – Handicapped
7 – Physical Activity		
	PE – Passive Engagement	
	AE – Active Engagement	

2. Each map then contained a plan of the space and a key system. At the top of each map were blank lines for filling in information of name of the setting, date, beginning and end times of mapping, type of weather (cloudy, windy, sunny, warm, cold, etc.) and observer's name. Each team made 75-85 copies of the map.

Student teams then undertook person- and place-centered mapping, and entry/exit counts of their particular space, completing at least 35-50 place-center maps, 15-25 person-center maps, and 10-12 entry/exit counts for those settings with a good (or potential) mixture of stationary and moving activities. For those settings which involved almost exclusively moving activities (e.g. Downer Woods), they completed at least 15-25 person-center maps, 20-30 place-center maps, and 20-30 entry/exit counts.

Observations took place on weekdays *and* weekends; in the morning, afternoon, *and* evening. Mapping occurred over a 2-week period.

3. Each time they visited the setting to do a person- or place-center map, students also looked for behavior traces, and recorded these on a separate map of the setting.



- A. Inner courtyard, School of Architecture & Urban Planning (SARUP)
- B. Courtyard and building entry/foyer, Lapham Hall facing Maryland Avenue
- C. Courtyard between Chemistry Building and Lapham Hall
- D. Courtyard between Engineering & Mathematical Sciences (EMS) Building and Physics Building, including the walkway
- E. Hartford Avenue entry and parking lot entry and outdoor area, to Englemann Hall
- F. Courtyard between Business School, Bolton Hall and Student Union; and interior walkway of Business School along the courtyard
- G. Spaight's Plaza
- H. Court and covered walkway between Music School, Fine Arts Center and Spaight's Plaza
- I. Fine Arts Center lobby (between theater and box office)
- J. Courtyard between Fine Arts Center, Mitchell Hall and Mellencamp Hall
- K. Courtyard between Golda Meir Library, Music School, Hartford Avenue, and walkway to Curtin Hall
- L. Courtyard between Garland Hall, Vogel Hall, and Curtin Hall; and interior lobby of Curtin Hall
- M. Lawn on Downer Avenue and Kenwood Blvd., surrounding Mitchell Hall
- N. Golda Meir Library Plaza, along Hartford Avenue
- O. Sunken fountain plaza at Golda Meir Library
- P. Downer Woods
- Q. Lawn along Hartford Avenue, in front of Enderis Hall; and interior lobby of Enderis Hall
- R. Lawn and paths in front of Holton, Merrill and Johnson Halls, along Hartford Avenue
- S. Lawn and paths between Hartford Avenue, Maryland Avenue, Chapman Hall and Sandburg Halls (excluding concrete patio area of Sandburg Halls)
- T. Concrete patio area and interior L-shaped lobby at Sandburg Halls
- U. Union corridor from bridge entry to Business School courtyard entry
- V. Eating area of food court in Student Union
- W. Ground floor concourse, Student Union (excluding Kenwood Blvd. entrance)
- X. Kenwood Blvd. entrance, inside and outside of Student Union
- Y. Terrace eating area (inside and outside), Student Union

4. Once all mapping was completed, the teams analyzed the data by:
 - a. Aggregating the data collected of behavior trace observations onto one map
 - b. Aggregating the data from the place-center maps onto several new maps to show overall use by, for example, activity type or age group
 - c. Doing the same for entry/exit counts
 - d. Aggregating data sheets into comparative bar graphs showing, for example, the relative numbers of users by age, or by gender, or by type of activities.

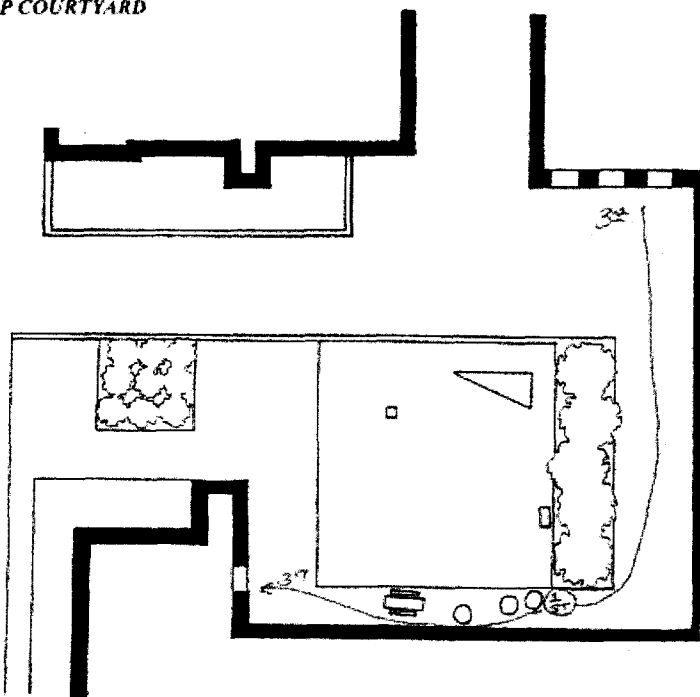
Teams chose those activity and person characteristics that best illustrated and summarized the main points.

5. Based on the information gathered and analyzed, the teams interpreted what they found by "answering" the questions posed in the "Intent" section.

Examples:

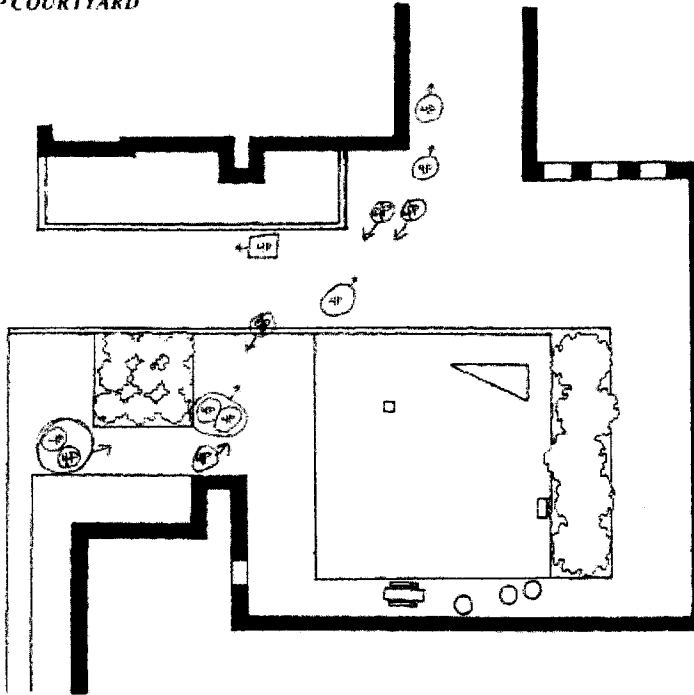
The following example documents users' activities in the courtyard of the School of Architecture and Urban Planning. These were based on 39 place-centered maps, 24 person-centered maps, 63 behavior trace maps, and 13 entry-exit count maps. Examples of some maps and analyses follow:

AUP COURTYARD



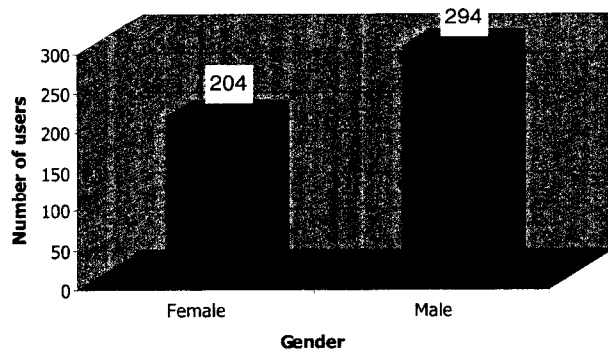
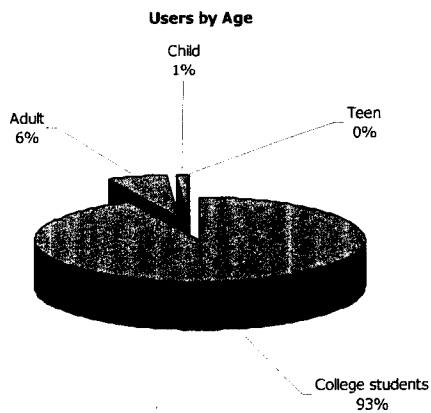
A person-centered map showing the movement of people along with activity type, posture, and activity engagement over a specific time period

AUP COURTYARD

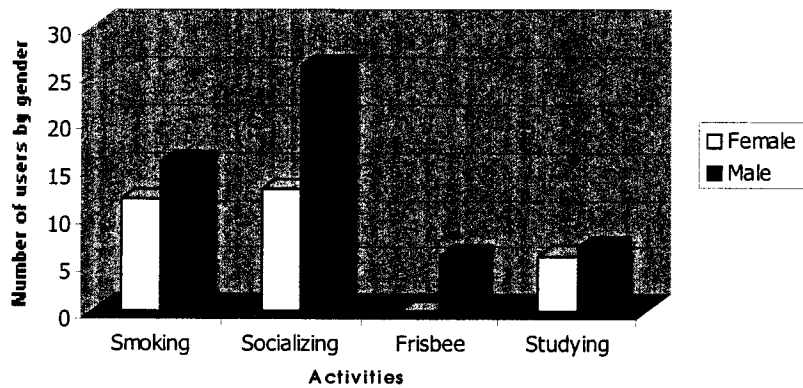


A place-centered map showing postures and activity engagements

ACTIVITIES	POSTURE	ENGAGEMENT
Tossing frisbee - F	Sitting - 1	Passive - P
Socializing - S	Squatting - 2	Active - A
Studying - ST	Standing - 3	
Smoking - SM	Walking - 4	
	Lying Down - 5	
AGE	GENDER	EXAMPLE
Young Child - □	Female ■	male college student, standing,
Teen - ◇	Male ■	playing frisbee
College - ○		F3A
Older - ⊖		

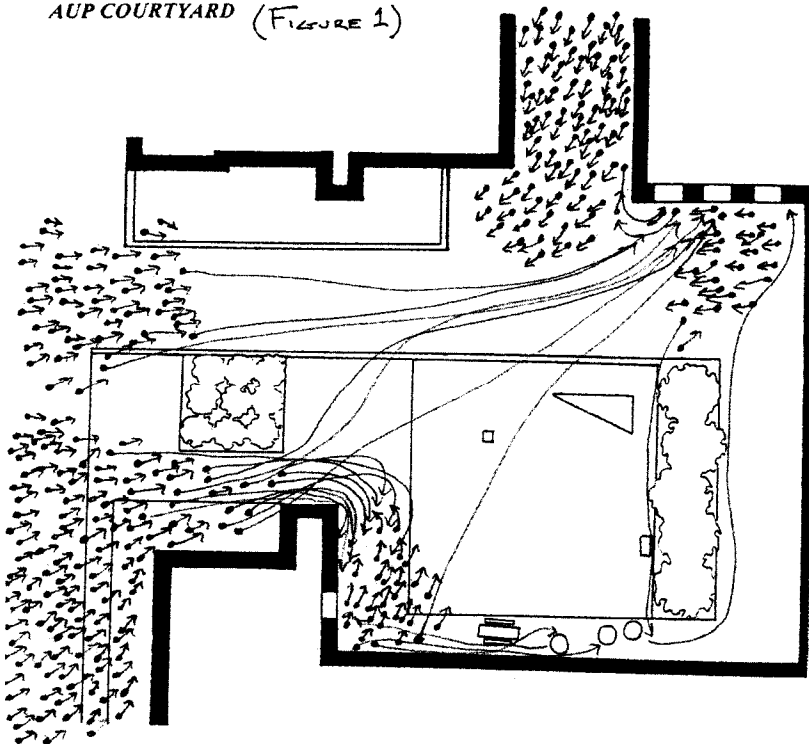


Not unexpectedly, given the context of this school, more college-age people used the courtyard than adults, children or teens; and more males than females were also observed.



The most frequent activity in the courtyard was socializing. The second was smoking.

AUP COURTYARD (FIGURE 1)



People entered and exited the building in specific paths. Very rarely did people cross or enter the courtyard; rather, they skirted around the edges. This may be due to the lack of seating and other desirable qualities of the courtyard design.

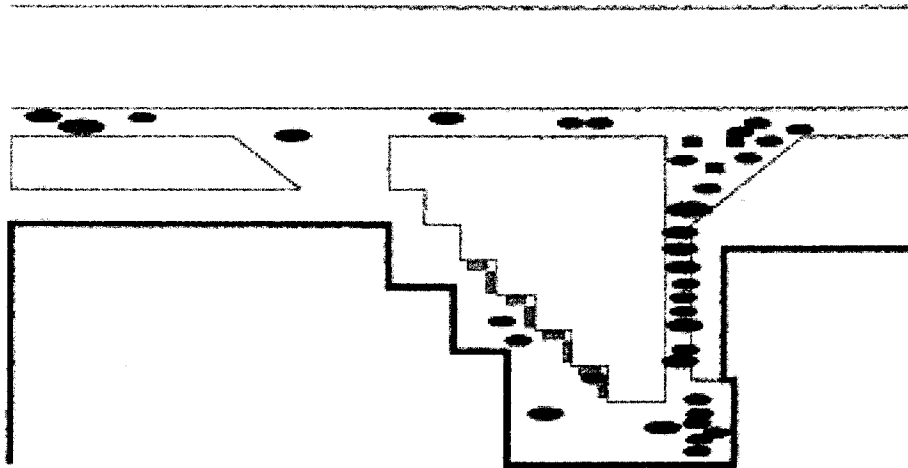
AGGREGATION: Entry and Exit Patterns

Female: Red line —
 Male: Blue line —

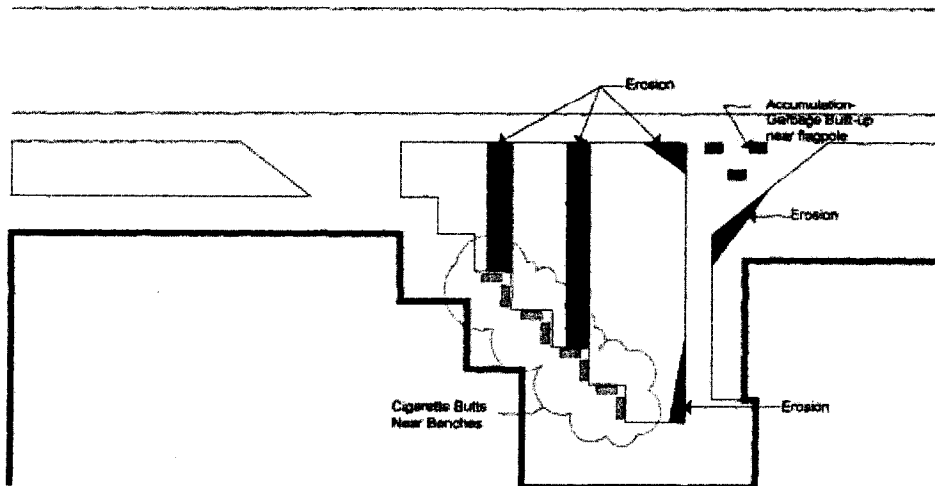
The next example documents the plaza at the entrance to the Golda Meir Library, along Hartford Avenue.

Group Size and Distribution

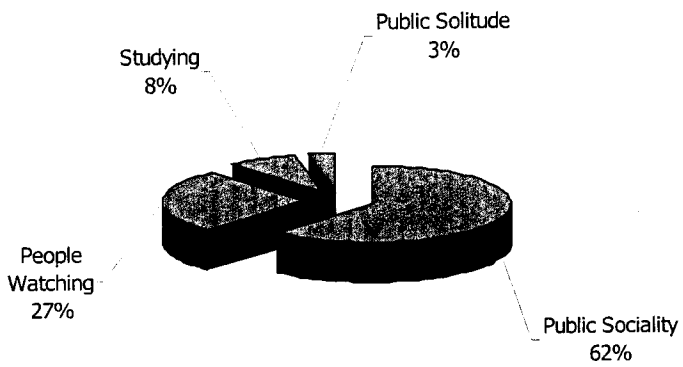
- -Group of Two
- -Group of Three
- -Group of Four or more



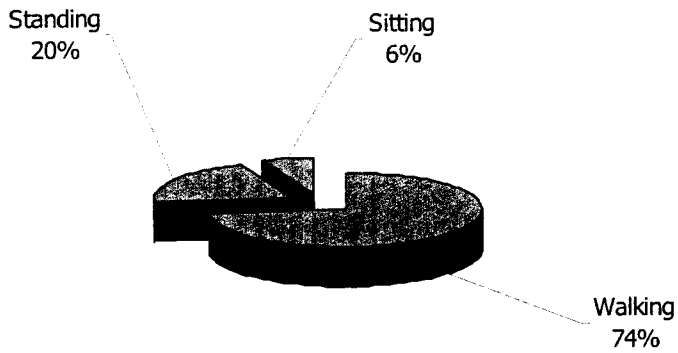
People almost always used the entrance plaza in groups of two or more. Also, activities never occurred within the planted area of the plaza.



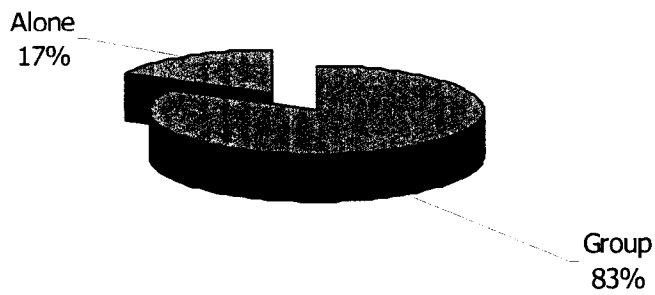
Behavior traces showed erosion of the ground surface due to heavy pedestrian movement or bicycle paths



The most frequent activity was socializing; also frequent was people watching. Other activities included studying and public solitude.



More people were walking than sitting or merely standing still.



People were more often in pairs or groups, rather than by themselves.