Lessons Learned:

The do's and don'ts of using GIS tools to investigate socio-environmental science in the secondary classroom

SCOTT RUTZMOSER

OCTOBER 11, 2018

GISPRO & CALGIS 2018

PALM SPRING, CA

ALEC BODZIN

BREENA HOLLAND

JAMES CARRIGAN

THOMAS HAMMOND

KATE POPEJOY

WILLIAM FARINA

DAVID ANASTASIO

DORK SAHAGIAN

ROBSON JUNIOR







Presentation Outline



About Our Research



About Building 21



Technology



Activities



Implementation



Lessons Learned









Bethlehem, Pennsylvania

About Myself

Scott Rutzmoser MS GISP

Sr. Geospatial Specialist

Center for Innovation in Teaching and Learning

Lehigh University

scr211@lehigh.edu

Introductory Video

http://www.ei.lehigh.edu/eli/sesi/

Research Team

Dr. Alec Bodzin – College of Education

Dr. Thomas Hammond – College of Education

Dr. David Anastasio – Earth and Environmental Science

Dr. Breena Holland – Political Science

Dr. Kate Popejoy – Grant Consultant

Dr. Dork Sahagian – Earth and Environmental Science

James Carrigan – Graduate Student

William Farina – Graduate Student

Robson Martins De Araujo Junior – Graduate Student







SESI Investigation

Socio-environmental science investigations (SESI) are a series of secondary level geospatial investigations that focus on social issues related to environmental science. The investigations focus on local problems and utilize fieldwork to gather data in a local setting. Students use the Esri Collector app to gather georeferenced data outside their school. The student-collected data is then shared into a Cloud-based map service over the Internet. The collaborative data set is analyzed in ARCGIS.com, a Web-based GIS with interactive mapping visualization tools that students use to manage, query, and analyze geospatial data. Students use geospatial thinking and analysis skills for investigating geospatial relationships in the data in addition to critical thinking skills to synthesize, compare, and interpret information to solve problems in their local environment.



National Science Foundation



ITEST Grant Innovative Technology Experiences for Students and Teachers

Year 1 – Pilot Exercises, design and test

Year 2 – Implementation, Pre & Post Testing 6 Classrooms

Year 3 – Implementation and Dissemination, Pre & Post Testing 6 Classrooms

Year 4 – Publication and Dissemination









Building 21 Allentown is a non-selective competency-based high school in the Allentown School District. It is a new secondary model that seeks to facilitate an authentic learning experience that will address the unique social and academic needs of all learners.

City of Allentown Public School

Students Selected via Lottery

https://allentown.building21.org/

http://building21.org/







Learning Model



Personalized Learning Pathways: Students' own strengths, interests, and passion shape their pathway across foundation and design years toward college and career readiness.





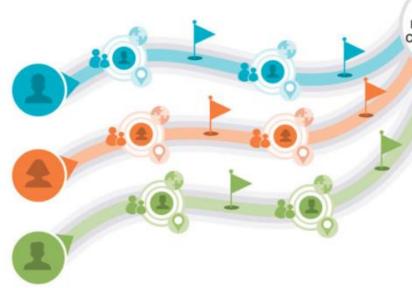
Strong Relationships

Every student is known and understood – this provides the motivation, safety, and confidence that students need to discover and pursue their passions.



Problem-based Learning

Students learn through inquiry and problem-solving, then apply the lessons to make an impact on school and community.







Real-World Learning Experiences

Learning takes place in and among the larger community, through career- connected studios, mentoring, internships, and more.

College

or Career Ready



Competency-based Assessment

Continual assessment ensures that students progress toward mastery of competencies and receive the right level of support.









Current Implementation (Year 3)

140 ninth-grade students

- 65% Identify as Hispanic or Latino
- 21% Identified by Districts as English Language Learners
- 19% Have Individualized Education Plans

Population is traditionally under represented in the STEM field.

Initial assessment approximately 30% are reluctant learners.







ESRI ArcGIS Online

Free for Education

Create Accounts

Manage Roles

Manage Groups

Create Data and Maps

Share Content

Plenty of Documentation



www.esri.com/en-us/industries/education/licensing







ESRI ArcGIS Collector App

Field Data Collection Activities

Check-out maps and data

Collector for iOS

ArcGIS Online Suite

- Same Accounts
- Groups
- Data and Maps



https://doc.arcgis.com/en/collector/







Five Field and Classroom Activities

Ecosystem Scavenger Hunt

Items in Nature

Built Environment Scavenger Hunt

Observations Man-made Resources

Trees and Ecological Services

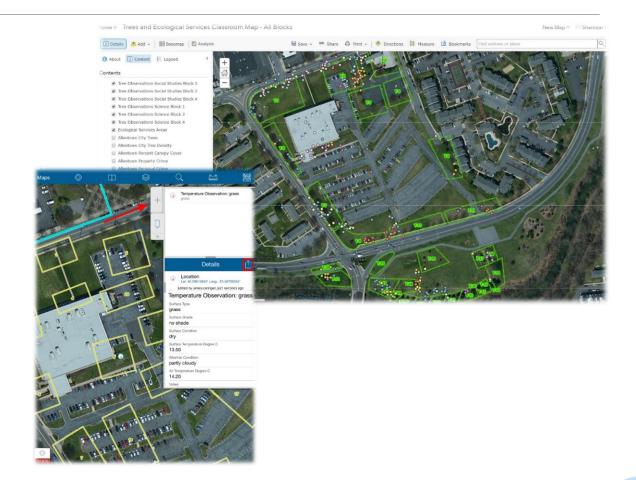
Benefits of Trees and Nature

Urban Heat Island

Effects of Ground Surface

Zoning

Buildings and Services

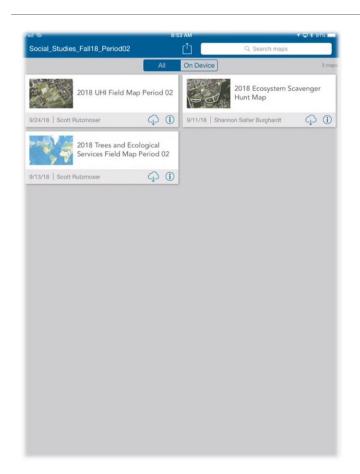




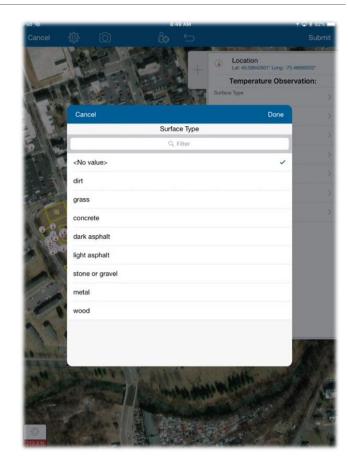




Field Data Collection







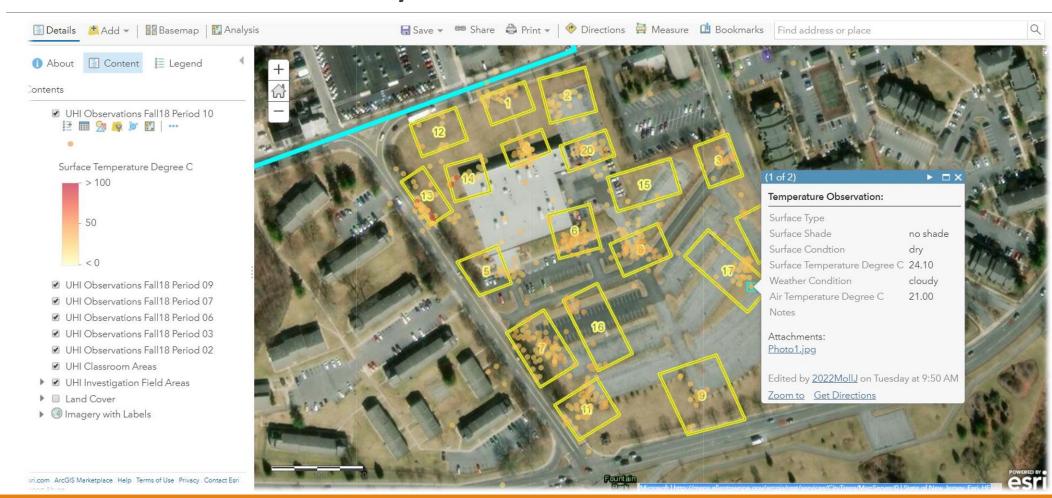








Classroom Analysis

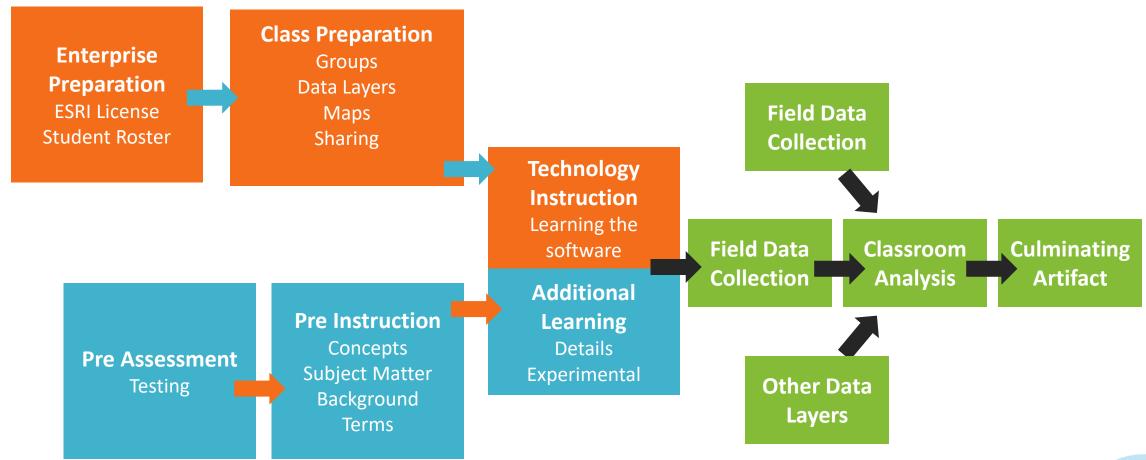








Implementation









Required Pre-Preparation

Curriculum Based Activities

- Teacher Documentation
- Student Documentation
- Worksheets

6 Classroom Sections (20-30 students each)

6 Feature Services

7 Maps

- 6 Field Data Collection
- 1 Classroom (used by all six classes)
- Other Supporting Layers

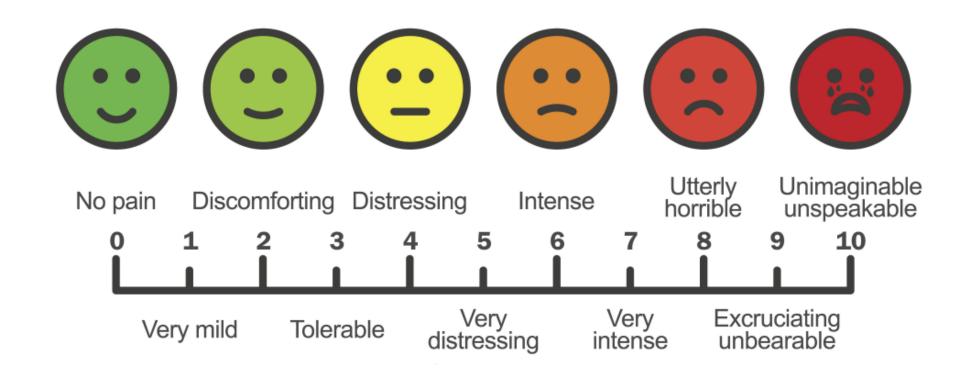








Lessons Learned









Lessons Learned

- Engage and Leverage Stakeholders
- **Expecting Too Much**
- Students Lost Focus
- Too Much Too Fast
- Taking it Outside
- Embrace Changing Technology
- Providing a Hook
- Use Our Stuff









Engage and Leverage Stakeholders

Buy-in from Administration

- Field Trip Permission
- Classroom Mentors
- Geo Mentors



Fully Committed Teachers

- Provide Training
- Confident with GIS

Support from IT Staff

- Mobile Devices
- User Accounts
- Internet Access (Wireless)





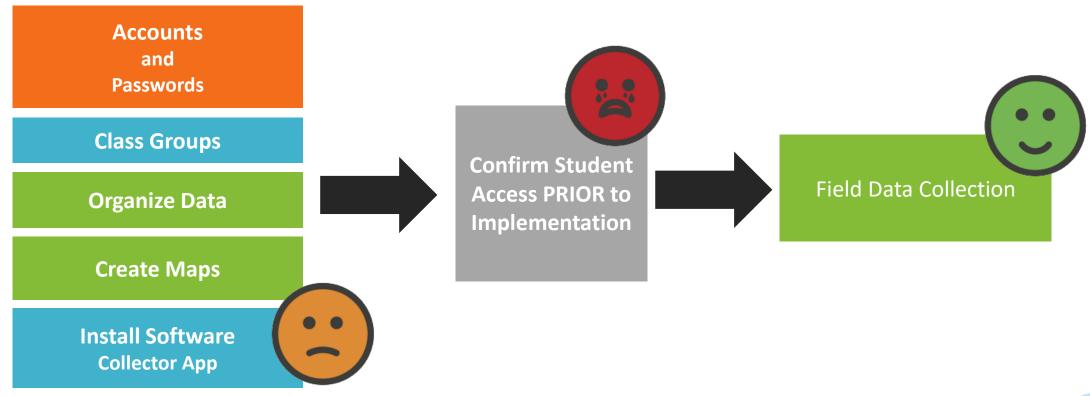






Expecting Too Much

Do as much as you can in advance and remove as many moving parts as possible.









Students Lost Focus

Avoid non-essential technology and apps when possible.



Does the tree have needles or leaves?







BACK TO DIRECTIONS MORE INFO











Too Much Too Fast

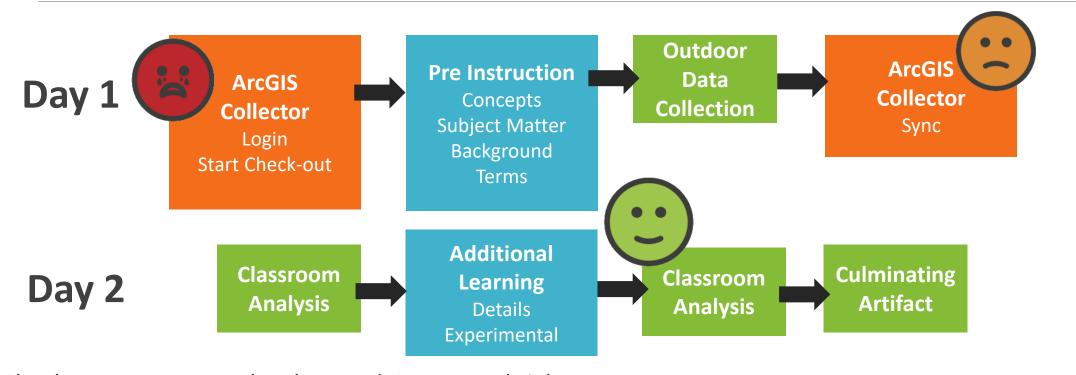
Class Preparation Plan on spending the initial exercise focusing on software. **Enterprise** Groups **Preparation** Data Layers Integrate small amounts of content to help provide context. ESRI License Maps Student Roster Sharing **Technology** Instruction Learning the Classroom **Field Data** software **Collection Analysis Pre Instruction** •







Taking it Outside



Check-out process can be sloooow! Get started right away.

Spend 15 minutes before Day 1 logging in to ArcGIS.com and confirm accounts.







Embrace Changing Technology

- ArcGIS Collector is Improving
- Interface Changes
- New Permissions Roles
- Bugs in Tiled Layers

Stay Calm and Map On!









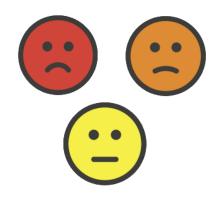


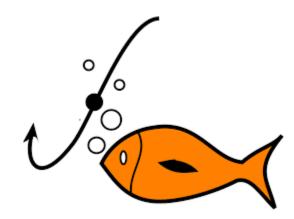
Providing a Hook

Different for Every Class and Activity

- Engagement
- Fascination
- Flow

Lead to Motivation





Examples

Taking Photos



Viewing Creator/Editor Information

Zoning Activity – Students engaged when they mapped beauty salons.

Trees and Ecological Services - We used a local park to identify and map trees with students.









Use Our Stuff

http://b21.maps.arcgis.com

- Feature Layer Templates
- Example Applications

http://www.ei.lehigh.edu/eli/sesi/

- Teacher Documentation
- Student Documentation
- Student Worksheets









Thank You



Scott Rutzmoser MS GISP

Sr. Geospatial Specialist

Center for Innovation in Teaching and Learning

Lehigh University, Pennsylvania

scr211@lehigh.edu