

Mediascape: exploring personal geographies at KS2 & 3 through virtual fieldwork

Introduction

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My personal geography through route planning, risk assessment, memories/experiences and collective carbon footprint (ESD).

Unit Aims:

To create a unique and personalised interactive piece of fieldwork (mediascape) on the school grounds using digital equipment (digital video camera, digital camera, music, sound files, text based material and mediascape software).

This will include the following tasks:

Route Planning

Students will locate home and school on a digital map of the Bradley Stoke area. They will then plan a minimum of one route to school or a maximum of three (differentiated) whilst considering which route is the safest, slowest and fastest. These route(s) will be marked on the map in the mediascape software. Literacy work will be included in this section, as the students will be expected to write a detailed route description using specific geographical vocabulary which will be provided in a language for learning document.

Distance of journey to school

This can either be worked out by using a mapping application such as Memory Map, Google Maps, Up My Street, Quikmaps, Google Earth or MapMyRun. The students can imbed this distance in to a text or media file on their mediascape as well as saving it in a pre-prepared spreadsheet. This data can be entered on a shared spreadsheet using a pre-prepared Google spreadsheet if time, otherwise collected manually on paper and then entered during a lesson. Once data has been shared/distributed it can be used to create comparative bar graph(s) of individual, group and year group journeys to school. We can then work out through **inference** how many car miles would be used if all students in a group came by car every day of the school year and discuss what we can conclude about individual decision-making and its impact on the community and environment

Risk Assessment

Locations on route will be identified as unsafe and safe by symbols of smiling and sad faces or designated polygons on a map.

Memories/Experiences (good and bad)

Memories and Experiences will be located on the map (these do not have to be related to the route and could be anywhere on the given map). Where a memory or experience is located, a photo, image (possibly drawn by student), text or video could be imbedded in to the mediascape. If the students don't have many memories or experiences they can use landmarks or buildings to write about.

Using specialist software (MScape) to put the mediascape together.

This will involve some direct teaching of how to do this. Some video tutorials will be created using Camtasia Studio 4 as well as teacher led demonstrations.

Experience personalised mediascapes on the field

The map of Bradley Stoke can be calibrated to fit the school playing field and so all students can safely test and experience their own work.

Share mediascapes

Once students have tested their own mediascape and discovered that it works how they want it to, they will chose two or three class members to share their work with and go and experience their peers' personal geography. Hopefully this process will not only develop young people's own geography and perception of their home and school area but also begin to develop an appreciation of how the same space, which is shared by us all, is perceived in different ways.

Evaluation

A simple evaluation will take place at the beginning and end of the series of lessons to see not only what the students have enjoyed/ found difficult, but also about how their perception of Geography has changed since undertaking the project.

Also a graded scale questionnaire will be used to see how students have changed their attitudes to the subject since developing their projects. This will be done using Promethean (IWB) voting system to make analysis of opinions easy.

Evaluation Questions

Pre/post unit questionnaire about student perceptions of Geography: This can be completed on paper, but I am going to put the questions in to an acti-vote (Promethean Whiteboard) flipchart so we can get immediate feedback from students. The overall idea of this is to redo the evaluation at the end of the unit to find out how students' attitudes and awareness of Geography has changed through the lessons.

1. Rate on a scale of 1 to 6 your perception of how good you are at Geography
2. Rate on a scale of 1 to 6 your ability to use ICT
3. Rate on a scale of 1 to 6 your ability to understand distance
4. Rate on a scale of 1 to 6 your ability to understand direction
5. Rate on a scale of 1 to 6 how good you are at locating areas you feel unsafe in Bradley Stoke
6. Rate on a scale of 1 to 6 your ability to write some instructional writing
7. Rate on a scale of 1 to 6 how much you think you know your friends
8. Rate on a scale of 1 to 6 your understanding of how geography is related to you at a local scale

Final Outcomes

Share outcomes of survey with students.

Printed comparative bar graph and data with an explanation of what they tell us about journeys to school and how they can have an impact on fuel consumption and carbon footprint.

Display work. Get students to print a screen shot of their final mediascape on to a blank word document and add annotation of what they have done to create their mediascape (all the steps taken [so the instructions they have followed] therefore consolidatory work). These could be displayed around the edge of a larger map of the area which has been created by the teacher by marking on straight line distances from students' houses to school. A digital plotter would be good to print a large map of the area.

Try and identify unsafe and safe areas, who lives nearest and furthest, and summarise findings from Excel Spreadsheet.

Ask students for their ideas on other possible mediascapes for the future. What mediascapes would they like to have a go at creating? Give out a sheet of paper for this.

Data Collection

Images, Video, Music

Instructional Writing

Guidelines have been created for students to produce good instructions about their route these include information on:

- Directional vocabulary
- Landmarks or places of significance
- Estimating Distance
- Stages of route
- Sequential Connectives
- Other useful phrases
- The use of irrelevant / relevant information

Instructions to be developed on how to create a Mediascape

Use of Camtasia studio for this to make instructions on how to use Mscape and Memory Map.