

Project Summary: Human Geography: An Introduction

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Updated by Neusa McWilliams for group discussion

Overview

A brief summary of your OER. Explain how the project came about and its importance. ***What do you hope this resource will achieve?***

The purpose of this OER is to provide a free, adaptable, current and engaging text providing an introduction to Human Geography. This text will be utilized to instruct dual enrollment courses in Louisiana. Funded by the Department of Education and LOUIS, the grant project was created to provide a cost-effective information resource for Louisiana dual-enrollment courses, to improve end of course grades, to decrease D/F/W grades, and to increase access to historically underserved students. Human Geography is a course that helps prepare students for an understanding of how humans function in society. Access to this information in an open source format is very useful for equalizing the playing field between the various classes of society.

This project, creating a Louisiana-focused Human Geography textbook and coursework, will create open source lessons and readings that focus on Louisianans' desires to learn about Human Geography. Those lessons and readings will draw in examples that include diverse audiences and cultures found in Louisiana. This resource should be appealing and useful to high school and lower level college/university instructors teaching the Human Geography course. The examples created to highlight key concepts in Human Geography be useful to non-Louisiana audiences as well.

Motivators

Identify the primary motivators that drive this project.

Online classes are more accessible to a wider audience from diverse backgrounds and ages, including young middle school students and early high-school students. These students tend to have more varied learning styles and additional needs that are not always present among college students. We are developing fully inclusive and relevant resources that are appealing, highly interactive, inclusive and hands on to teach students with various learning styles and needs. Some of the resources we are developing include interactive mapping activities, perhaps

activities in Virtual Reality or Eon XR and videos to take students on virtual field trips, games and other interactive activities as well as discussion topics. The primary motivators for this course include: the desire to educate; desire to entertain; desire to elucidate the holistic approach of geography; desire to make education freely available; desire to create Louisiana-focused examples for human geography; and create a passion for inclusivity coupled with recognition that Louisiana's unique cultures will provide excellent learning opportunities.

Course and Audience

What courses will this OER be used in? Identify both the primary student audience (academic level, discipline etc.) and any secondary audiences (instructors, researchers, professionals, other interested parties).

Human Geography

The primary audience is dual-enrollment students which may include middle and high school and college students with various ability levels or constraints, and students with diverse learning styles. The secondary audience include instructors and anyone seeking to learn more about human geography.

Significant Learning Outcomes

- Articulating the overarching learning goals will guide you in the process of locating useful resources and/or creating your own.
- If the OER is assigned to be used in a particular course, list and revise the course outcomes.
- *What do you want students to learn that will still be with them several years later?*
 - ***Important concepts and topics relevant to the subject but most importantly to learn and develop skills that will help them become better lifelong learners and skills that are relevant in the current workplace.***
 - ***Examples of workplace skills to help students develop through our course materials include: teamwork, leadership, organizational skills, deep understanding and analysis of the content covered in class by adapting it to their every day lives and work needs.***

- Think expansively, beyond “understand and remember” kinds of learning. Use this as an opportunity to build your dream course.

Course level Outcomes

Student Level Outcomes

Module Level Outcomes

- Use and think about maps and spatial data at differing scales
- Understand and interpret associations among phenomena in places
- Define regions and evaluate the regionalization process
- Characterize and analyze changing interconnections among places
<https://www.alvinisd.net/site/handlers/filedownload.ashx?moduleinstanceid=50587&dataid=46931&FileName=AP%20HUG%20Course%20Syllabus.pdf>
- Interpret maps and spatial data to analyze the organization of people and places
- Identify factors that affect the delineation of regions and the role that natural and political boundaries play in the regionalization process
- Analyze relationships and patterns that occur at different geographic scales
- Examine the effect of changing political, economic, cultural, and physical systems on the relationships among places
- Investigate ways the environment has influenced human inhabitation, and analyze the effect that human settlement and activity have had on the environment

- Use social studies skills to access, interpret, and apply information from a variety of sources <https://www.edgenuity.com/Syllabi/social/Syllabus-Human-Geography-SS2045.pdf>

- define key concepts in cultural geography
- recognize and describe the patterns that exist between people and place
- analyze and interpret various map representations of the world
- interpret human systems and the resulting landscapes
- evaluate demographic data
- plan for your future because you understand more about the language, ethnic, religious and economic differences of people all over the world

Ibanez 2019 syllabus

Note: I cut and pasted into this. I did not read and refine. More research ongoing for perfect SLOs prior to creating OER.

Course Materials Needed

Think about the teaching environments in which your OER will be used. Identify what materials you will need in addition to a core textbook or ancillary materials. You may want to list and link to

items like a syllabus, assessments, lesson plans, teaching aids, etc. List these out below.

Textbook:

2019 Introduction to Human Geography by Dorrell, Henderson, Lindley and Connor, part of the Human Geography Commons. It includes some class resources, power points and chapter questions

- core textbook
- ancillary materials (test bank, PowerPoint presentations)
- syllabus
- assessments
- lesson plans
- teaching aids: URL links, images, maps, GIS
- study guides
- “how to” guides for students
- story blocks
- assignments
- discussion boards
- Moodle Modules
- Access to the internet
- Audio/visual capabilities
- Appropriate software

Using Existing OER?

Will you be using existing OER to adapt or remix for your purposes? Scanning the OER landscape in your discipline will help decide how much content you will need to create in addition to what you can find among already existing materials.

Textbook:

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The [OER worksheet linked here](#) will guide you in the process of locating OER and mapping suitable resources to your project.

Research ongoing. Spreadsheet sent to cohort with discoveries so far.

Structure

1. Chapter Structure: *If you are creating a textbook, how will the textbook be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.).*
 1. **I would like to update and add content to the chapters currently included in the textbook mentioned above. The textbook needs to be updated with current events in each chapter. The textbook is also very superficial in content so I would like to add more in-depth content**
2. Adapting/ Remixing: *Will you be drawing on existing OER? In what ways?*
 1. **Yes I will drawing on existing OER**
3. Supplementary Materials: *What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes, maps, data sets) will be produced or collected? If you are creating these, how would these be structured?*
 1. **Interactive mapping activities including GIS, data sets, videos, fieldtrips, games, H5P embedded content**
4. Inclusion, Equity, Diversity: *What voices and representations will you want to use to help convey specific information in your OER? How will you embed the diverse perspectives?*
 1. **I really hope to include content accessible to all abilities, and relevant to all social, economic and cultural backgrounds. Resources will be tested with various groups and feedback will be requested. Louisiana focused, current topics, and student interest focused.**

5. **Chapter Structure:** *If you are creating a textbook, how will the textbook be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.).*
6. **Adapting/ Remixing:** *Will you be drawing on existing OER? In what ways?*
7. **Supplementary Materials:** *What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes, maps, data sets) will be produced or collected? If you are creating these, how would these be structured?*
8. **Inclusion, Equity, Diversity:** *What voices and representations will you want to use to help convey specific information in your OER? How will you embed the diverse perspectives?*

Licensing

Explain what license the OER will carry and why. You may want to link to external resources where readers can go for more information on the CC BY license, such as the [Creative Commons website](#), or the [Rebus Community Licensing Policy](#).

Anticipated Timeline

Provide an approximate timeline for the project. This doesn't have to be comprehensive, or rigid, but an indicator of dates for major milestones (e.g. chapters submitted, editing complete, peer review complete, layout, accessibility review, initial release, classroom review, etc.).

Measures of Success

- How will you know if you've met your goal?
- What constitutes success, and how will you measure it?
- Consider indicators along the production process like number of participants, diversity of perspectives (geographic, cultural, social, etc.), feedback opportunities, number of adoptions etc.
- Also think about student success beyond traditional metrics of grades and focus on deeper learning measures. Do students feel joyful and empowered in the course?
- These don't have to be comprehensive, but help to clarify what success means to your project, beyond just writing a text.

