

UC Santa Barbara

Guide to the Geographic Approach

Title

Guide to the Geographic Approach Educator Introduction Template for Instructors

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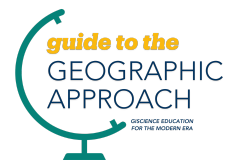
Publication Date

2025-09-30

Module Title

Educator Introduction

Created *Month Year*; Last Updated *Month Year*



General Guidelines

- Update the header **Module Title** and *Month Year* information
- Use the Aptos font at size 11 for main body text
- Delete all italicized and greyed guidelines when the script is complete.
- Replace italicized and blue-highlighted text with appropriate text
- Refrain from referencing relative time to extend the longevity of the materials (e.g., do not say 'last year, the IPCC released their report on climate change.' Instead say, 'In the IPCC report on climate change released in 2024...')
- If an image is used, provide Alternative (Alt) Text for the image. Alt Text is a brief text description of images and graphics, and is an essential part of making content accessible.
 - o Keep it short, usually 1-2 sentences. Don't overthink it.
 - o Consider key elements of why you chose this image, instead of describing every little detail.
 - o No need to say "image of" or "picture of." But, do say if it's a logo, illustration, painting, or cartoon.
 - o Don't duplicate text that's adjacent in the document or website.

Module Overview

This section should briefly outline the contents of the module. The first paragraph should identify high-level lesson being taught (e.g., the importance of identifying a scale for analysis and techniques for bringing diverse data to that scale), the applied problem being used, the 1-3 most important skills being emphasized. Note also if the module includes optional enrichments (detailed below).

Technical Requirements: This module uses **SOFTWARE** and requires the student to have **ACCOUNT OR LICENSE REQUIREMENTS**.

Learning Objectives

List the learning objectives of the module. This list should match the list included in the StoryMap.

1. Learning Objective 1

Instructor Materials

The instructor package accompanying this document contains the following resources:

Problem-based Lab: A .pdf version of the problem-based lab that is linked in the module StoryMap.

Assessment Questions: The file **Module name - Assessment Questions** contains a set of multiple-choice and short answer questions that can be used as lecture quizzes or lab assessments.

Data Access Links: Links to the data sources used to create module materials are provided in the **Data Access Links** spreadsheet.

Video Content:

List the title of each video and provide a 1 sentence description.

- **Video 1**

Geospatial Competencies

The skill and competencies covered in this module (**Table 1**) are cross referenced to the [Geographic Information Science and Technology Body of Knowledge](#) (GIS&T BoK), the [GISCI Geospatial Core Technical Knowledge Exam](#), and Bloom's Revised Taxonomy. An index of GISCI Knowledge Levels is provided in the instructor package. Further detailed information about these topics can be found at the websites of these source materials.

Instructions:

- **Concept:** Identify the concept/skill being taught
- **Description:** Provide a 1 sentence description of the concept/skill. Begin the sentence with a verb related to the Bloom's level
- **GISCI:** Identify the section of the GISCI the skill relates to. Refer to the GISCI Index for categories.
- **GIS&T BoK:** As bullets, list the titles of 1-3 BoK entries either for, or related to, this concept
- **Bloom's Taxonomy:** Identify the cognitive level and knowledge type related to how the concept is taught in the module
- **Section:** Identify the section(s) of the module where this concept/skill is covered.

Table 1. Module competencies and reference materials

Concept	Description	GIS CI	GIS&T BoK	Bloom's Taxonomy		Module
				Cognitive	Knowledge	
<i>Digitizing historical data</i>	<i>Explain the importance of digitizing historical data.</i>	401	- <i>Changes in Geospatial Data Capture Over Time: Part 1</i>	<i>Understand</i>	<i>Factual</i>	<i>Background</i>
<i>Data uncertainty</i>	<i>Identify limitations of field data collection and identify their implications for analysis.</i>	203	- <i>Spatial Data Uncertainty</i>	<i>Understand</i>	<i>Factual</i>	<i>Background</i>

Note: Revised Bloom's Taxonomy (2001): *Cognitive* levels - remembering, understanding, applying, analyzing, evaluating, creating. *Knowledge* levels - factual, conceptual, procedural, metacognitive. *Module* sections: (Background) - GIS Background, (Technical) - Technical Skills, (Ethics) - Ethical Lesson, (Lab) - Problem-based Lab, (Conclusion) - Conclusion, (Supplement) - Supplementary material

Supplemental Materials

To facilitate instructor adaptation and extension of this module, the following supplemental materials are included in this instructor package.

Identify any optional supplemental materials provided in the larger set of instructor materials that an instructor can use to expand content beyond the module StoryMap and problem-based lab. For example, if a pre-processed surface temperature layer is used in the module StoryMap, but instructions to prepare that layer are provided in the instructor materials bundle note that here. Similarly, if additional datasets are provided to help an instructor extend the module exercise, or create a more complex assignment, note that here.

- *Note each supplement in a short-bulleted paragraph that: 1) Identifies which part of the module the supplement relates to, 2) What is done in the supplement, 3) The knowledge and skills covered in the supplemental material.*