Using Maps and Technology to Promote Literacy Skills in Higher Education

Eva Stern, MPA, GISP
District of Columbia GIS
and
Northern Virginia Community College, Geospatial Studies Program
Knowing Means Growing

• What do students need to know

• What do adult learners need to know in order to survive and thrive in employment and further education?
Adult Students

• 47% of students enrolled in colleges in the US are older than 25

• Adult students have different expectations
  – Environment
  – Want to discuss experiences not absorb information

• Adult students want to know how to apply knowledge to other situations
Adult Students

• Adult students prefer hybrid classes

• Adult students tend to have an experiential focus

• Educational content needs to be tied closely to the needs of the labor market.
My students can barely write.
My students can barely write.

Are my students learning anything?
Training, Teaching, Knowledge Transfer

• Training – an activity leading to skilled behavior

• Teaching – imparting knowledge

• Knowledge Transfer - Take knowledge and run with it!
Learning for Transfer

Use prior learning to support new learning or problem-solving in “culturally” relevant contexts.
My students can barely write.

Are my students learning anything?

How do we teach them to communicate?
District GIS Training Program

• Three regularly-held training classes, ½-2 days per month

• Advanced Training program

• Limited experiential training opportunities
NOVA Geospatial Studies Program

• 28-credit Career Studies certificate program

• 61-credit AAS program (requires college composition)

• Primarily theory and technology-based
MISSING:
Science-based writing practice
21st Century Learning

• Preparing students for learning and for the workplace

• demands for more college-educated workers and more engaged and informed citizens.

• higher levels of learning and knowledge as well as strong intellectual and practical

• Integrating core concepts with key skills
Create the Right Environment

• Use existing technical and practical knowledge

• Expose students to technology that supports what they already know

• Ask the students to write about what they know.
Essential Learning Outcomes

• Knowledge of Human Cultures and the Physical and Natural World

• Intellectual and Practical Skills

• Personal and Social Responsibility

• Integrative and Applied Learning
Adult Students

• Adult students prefer hybrid classes

• Adult students tend to have an experiential focus

• Educational content needs to be tied closely to the needs of the labor market.
GIS 295: Topics in...

• Building on existing training and education

• Some technical instruction

• Discussion/instruction on how to use blogging software

• Post prompts; readings; discussion prompts
Maps

Technology

Communication
• https://ashakatti.wordpress.com/2015/12/02/where-does-the-sidewalk-end/


• http://saralubkin.com/2015/11/25/tracking-turkeys/

• https://pbdevine.wordpress.com/2015/11/24/why-location-location-location-actually-matters/?preview=true&iframe=true
Thank you!

Eva Stern
District of Columbia GIS
eva.stern@dc.gov