ASSESSING THE ARTS COMMUNITY: Mapping with GIS and Social Media Tools

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July 15, 2014
Mapping with GIS and Social Media Tools in the Classroom

1. GEO213: GIS and Social Science- Service Learning Course
2. Semester Group Project
3. Arts and Community Development
4. Mural Arts Spatial Database- Base and Field Mapping
5. Project Management and Social Media
6. Results and Opportunities
GEO213: GIS for the Social Sciences

• **GIS for Social Sciences** - Reviews techniques and issues in mapping and analysis of political, economic, and social features/relationships spatial analysis using GIS.

• **Service Learning Course** - Teaching combining community service with curriculum; focus on critical thinking, reflective practice, and civic responsibility.

• **Service Learning Project** - Students research project topic, determine group work, collaborate with community partners, create GIS and social media-based deliverables, and present/publish results.
Objective: examine the roles and prototype the use of social media and geospatial technology integration regarding public art in community development.

Tasks

1. Examine the relationships/roles of mural arts and community development
2. Manage project (communication, sharing and integrating documentation and maps) and create a web site for disseminating deliverables
3. Create a geospatial database (basemaps, murals and public art/organizations, field mapping, online mapping, etc.)
4. Prototype the role of social media (develop FB group/page)
5. Explore how community members can map things- crowdsourcing (ArcGIS Online, FB, Twitter, Google Maps, Smart Phone Apps) (This is the prototype!)
GEO213 had 2 sections with 25 students in each. Fifty students determined the objectives and tasks of the project, assigned deliverables for each group, documented their work, presented their results and published their deliverables.

1. Art and Community Development - spreadsheet, publications, URLs, etc.
2. Project Management - Google Sites, Wix web pages, smart phone apps
3. Social Media – Twitter, Instagram, Facebook Page/Group
4. Field/Internet Mapping - ArcGIS Online, Twitter, Instagram, etc.
5. GIS Database - base layers, community database, mural arts location
Art and Community Development: Theoretical Perspectives

- Each student researched articles on theory and assessment of community-based art programs as an online discussion. A similar exercise was assigned for the Philadelphia Mural Arts Program.

- The Art and Community Group created a bibliography, reviewed these and chose the most relevant to provide a theoretical base for the prototype.

- “Art Spaces in Community and Economic Development: Connections to Neighborhoods, Artists, and the Cultural Economy” (1) - Study of small and medium sized art spaces in the Dallas Fort Worth area. Studied art programs’ effects on community and economic development. Identified tourism, consumption, community outreach, arts incubator, and community centers as benefiting areas.

- “Do Murals Really Make an Impression?” (2) - A graduate study to examine if murals have an impact on students lives (Camden, NJ.) Results show that a mural itself is not enough to improve a certain area, for the mural to be most effective, the surrounding environment must undergo renovations.

- “Indicators of Community Economic Development Through Mural-based Tourism” (3) - There is a strong link between amenity-base forms of development within a community and tourism. Communities that painted murals, largely for economic development, had varied outcomes. Larger cities were satisfied with murals near major transportation routes and where murals were integrated with other attractions. Smaller cites had a more moderate level of success.

- “Art and Community Development: the roles the arts have in regenerating communities” (4) - Economic revitalization can stimulate poverty stricken communities developing social and economic/job skills through participation in community art projects.
• Students researched community-based art organizations, selected “best” and “worst” examples. A similar exercise was assigned for the Philadelphia Mural Arts Program.

• The Art and Community Group created spreadsheets of these organizations, geocoded, and published the data as spatial data layers/maps.
Art And Community Development: Videos

• Art and Community Group also included online videos about mural arts and community.
• Videos related to the Philadelphia Mural Arts Program
• Included on the Project’s Wix web and Facebook pages.

http://youtu.be/v2LmJHhdhVE
http://www.youtube.com/watch?v=AogyiMiKWE0
GIS Database

Gather basemap layers, create data layers, format data for project groups, upload data to ArcGIS Server and ArcGIS Online, and create map compositions:

- Mural locations in Philadelphia
- Mural art organization in US/Philadelphia
- Mapping of Philadelphia poverty levels, school and mural locations
- Betsy Casañas’ world and Philadelphia murals.
Field/Internet Mapping

Create an ArcGIS Online Group and Integrate project spatial data, tweets, and other spatial datasets. Create a spatial database of Betsy Casañas’ Philadelphia Mural Arts mural locations. Generate online maps and KMLs from this data.
Field/Internet Mapping: Twitter and ArcGIS Online

Students used Twitter to map, document murals, and pull data into ArcGIS Online.
Social Media Group

- Prototype a social media application to look at the use of social media tools to support community development
- Review the role of Social Media for marketing and research
- Utilize social media to share Philadelphia art mural images, news articles, general information, etc. to the public
Social Media Facebook: Page and Group

Provided forums for project communication and management, as well as community engagement.

Facebook Group was used to collaborate efficiently through photo and file sharing as well as group messaging.
Social Media Tools - Twitter, Instagram, Google Maps, etc.

Twitter was used to collect data and photos, using the hashtag #WCUGISArt

Instagram allowed capture of photos and direct sharing to Twitter and Facebook.

Google Images allowed students to uploading pictures to their Facebook Page

Google Maps can be embedded into Facebook
Facebook Statistics

Statistics allowed students to track and analyze community engagement.
Project Management

Use the Wix Web Site Builder to create a web site to integrate group project deliverables. The Wix Site contains information from Facebook, ArcGIS Online, Google Maps, related web sites, and project documents. The site also has a blog page for discussion and links to collaborators web pages.
Project Management: Other Links

Blog page for comments and discussion, upload of project documents (Task Manuals prepared by each group), and links to Betsy Casañas’ work and projects.
Mapping Betsy Casañas’ Mural Art

Betsy Casañas, a studio/mural artist, community activist and educator, collaborated with students to map her local/international murals. Students created a database of her murals and published them in ArcGIS Online, KML and geodatabase.
Students learned to design and build a prototype a system that integrates many types of software and technologies, as well as data.
Project Results

- Student experience- linking pervasive social media skills and geospatial technologies to address real world issues
- Development of introductory GIS skills in spatial data creation, map creation, ArcGIS, Business Analyst, ArcGIS Server, ArcGIS Online, and other technologies
- Facebook and Web page for promotion of Philadelphia mural art locations and programs
- Creation of spatial database for Betsy Casañas’ murals
- Creation of a Prototype Social Media/GIS Application
- Draft Training Manuals to support the work of each project group.
References


