Southern Regional Hub-funded project
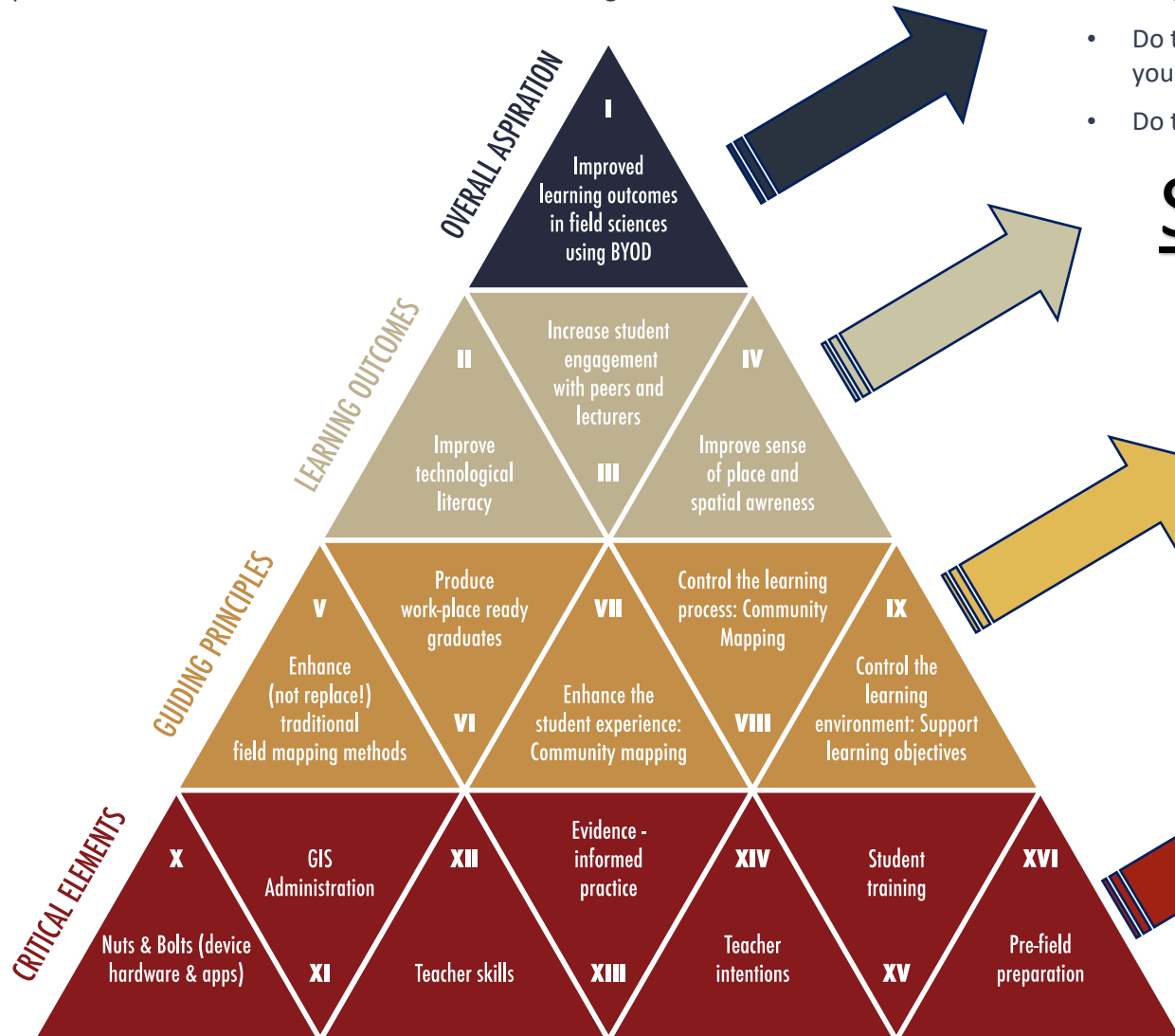
The BYOD/WeBAD Teaching Framework mapped to 'guiding questions' and a recommended workflow for teaching staff

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The BYOD/ WeBAD Teaching Framework mapped to 'guiding questions' and a recommended workflow for teaching staff.

OVERALL ASPIRATION

I — Improved learning outcomes in field sciences using BYOD

LEARNING OUTCOMES

II — Improve technological literacy

III — Increase student engagement with peers and lecturers

IV — Improve sense of place and spatial awreness

GUIDING PRINCIPLES

V — Enhance (not replace!) traditional field mapping methods

VI — Produce work-place ready graduates

VII — Enhance the student experience: Community mapping

VIII — Control the learning process: Community Mapping

IX — Control the learning environment: Support learning objectives

CRITICAL ELEMENTS

X — Nuts & Bolts (device hardware & apps)

XI — GIS Administration

XII — Teacher skills

XIII — Evidence - informed practice

XIV — Teacher intentions

XV — Student training

XVI — Pre-field preparation

Step 1: Decide

- Do you have the time and resources required?
- Do the learner outcomes, principles, and aspiration map well to your goals?
- Do the benefits outweigh the time commitment?

Step 2: Plan

- BYOD-only, WeBAD, or both?
- Devices used as field supplement or detailed data collection tool?
- How will data be used after the trip?
- How will student ArcGIS accounts be managed?
- How will you design your training exercise?
- Are you leaving enough time prior to the real trip for preparation?
- Can you effectively troubleshoot common tech problems?

Step 3: Analyse

- Sync student data
- Work with student data (e.g. spatial analysis, trip summary report, or virtual fieldtrip production)
- Assess student projects and work feedback into subsequent courses