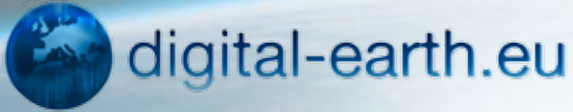


# GUIDANCE FOR TEACHER TRAINERS



... a European Comenius Network connecting those using Spatial Media and Geoinformation in school.

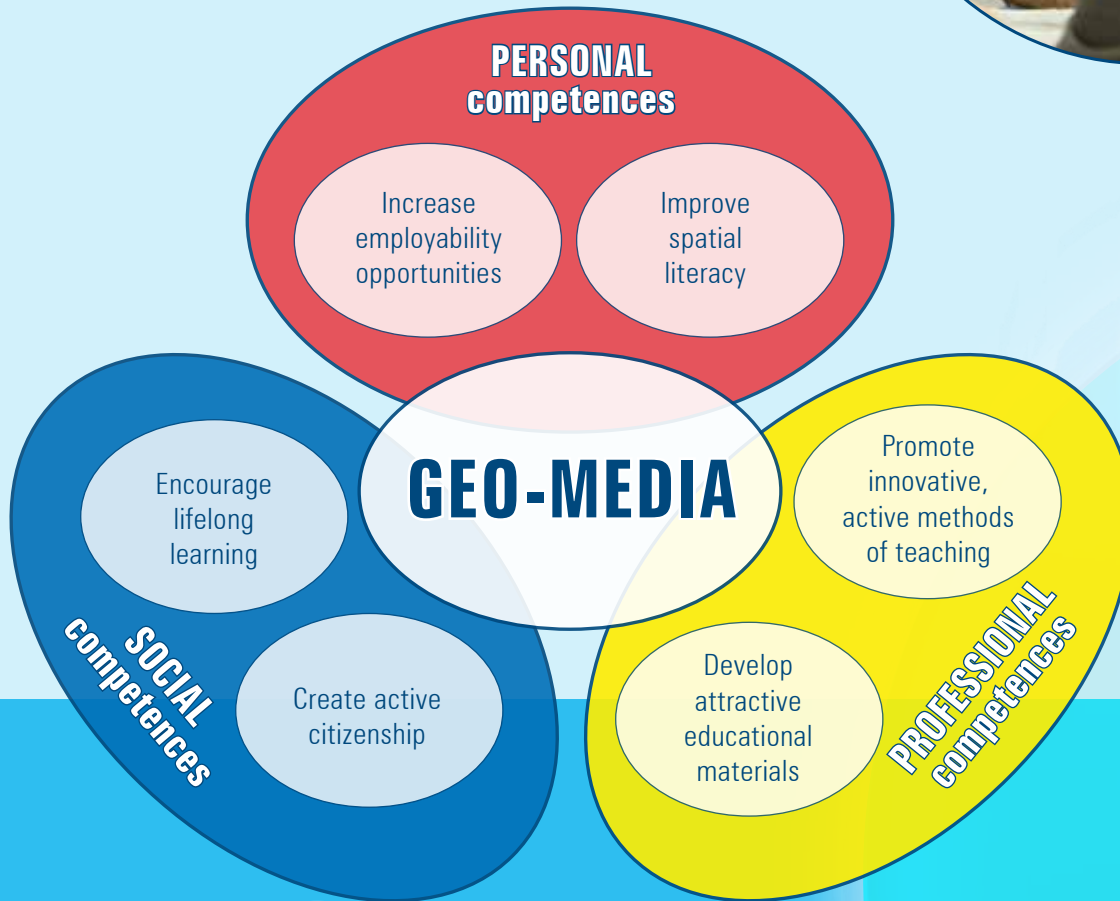


# TEACHING WITH DIGITAL-EARTH





# WHY GEO-MEDIA IN TEACHER TRAINING?



TEACHING WITH GUIDANCE FOR

# GEO-MEDIA FOR BETTER LEARNING

## Personal competences

Developing spatial literacy assumes interaction with geoinformation. A geographic approach is necessary to answer questions critically and constructively. Therefore, teachers must understand basic geographic concepts and be able to support students' learning needs. Communication/visualisation. Employability is enhanced by geo-media skills.

## Social competences

Education for active citizenship equips people with the content knowledge, skills and understanding to play an effective role in society. They become interested in controversial issues and engaged in discussion, debate and decision-making. Therefore, education for spatial citizenship plays an important role for the learning process.

To enable teachers to bridge the technological gap between students and themselves, they need to use geo-media in the classroom to allow learners to explore real world issues and encourage lifelong learning strategies.

## Professional competences

Geo-media brings the real world into the classroom. Constructive and active learning practices like problem solving, project-based learning, fieldwork strategies and enquiry approaches are favoured and will help them to face future challenges.



# GEO-MEDIA IN SCHOOL EDUCATION

## DIGITAL-EARTH.EU

Teacher trainers should be aware that a number of competence areas are treated at all school levels at different levels of scale and complexity. Secondary School activities will normally include all the competencies already initiated in Primary School. Teachers need to be able to choose suitable tools to use based on the abilities of their students, their own capabilities and their curriculum.



### Competence Areas

**understanding /  
analyzing digital geo-media**

**producing and communicating  
digital geo-media**

**critical use / awareness  
of digital geo-media  
in everyday life**

**geographical technology:  
hardware & tools**

# TEACHING WITH

**GUIDANCE FOR**



**Primary**  
**6 – 10 years old**



**Lower Secondary**  
**11 – 14 years old**  
**(in addition to 6 – 10 y.o.)**



**Upper Secondary**  
**15 – 18 years old**  
**(in addition to 11 – 14 y.o.)**

reading, orientating, combining, interpreting,  
measuring, comparing, querying

geo processing  
network analysis  
spatial analysis

collaborative activities, mapping, visualising, sharing, discussing  
update geo-media, maps, infographics, charts, presentations  
collect and represent information  
add information to maps and other geo-media  
thematic mapping  
**... at different levels of scale and complexity**

awareness of generalization, different zoom levels, perspectives, intentions,  
manipulated representations, volunteered geographical information (vgi)  
reflect on content and representation, information rights and ethics  
identification of digital media in everyday life  
geo-media as part of decision making

GPS, digital maps, virtual globes  
web mapping

3D representations of the world (DEM)  
satellite images  
open geodata  
online GIS, GIS



## BEFORE THE COURSE

### ORGANISATION

- make a checklist
- check your budget for the course: room costs, lecturers costs, dissemination, tax awareness, hidden costs such as admin, technical support
- make sure that your computer lab is well equipped (software, data, computers)
- think about certification of the course: contact authority
- create your course certificate

### STAFF

- choose lecturers for your course and contact them
- check if you need or want to link to other activities/projects (CLIL)
- think about linking to other institutions in your country and abroad, including the European digital-earth Centre of Excellence
- organise catering for the course days (ask participants for specific dietary requirements, tea & coffee breaks, external or internal provider)
- decide if and how you are going to realise course documentation (documents, pictures, videos etc., organise staff for assistance)

### CONTENT

- create a clear didactical programme for this course: What should the participants learn?
- decide on the type of your course, e.g. online-course, blended learning, face-to-face course
- check if you need a needs analysis achievement of Handout (written support)
- collect and create learning materials but in a clear & easy to understand manner
- prepare your evaluation strategy and choose suitable indicators

### PARTICIPANTS

- define your target group and create a contact list
- inform teachers AND school directors of the importance of the course topic
- prepare application procedure (course information, leaflet, application form)
- create a marketing and promotion plan including e-mail, social media, targeted subject associations, commercially in publications, events, etc.
- set a clear registration deadline, admission criteria and special requirements
- respect the deadline for admission and ask for confirmation
- get clear information about the course (program, location)

## COURSE CHECKLIST

In order to organise a training course, different aspects need to be considered at different stages of a course. These checklists can help organising and running a teacher training course.



## DURING THE COURSE

### STAFF

- respect your schedule
- encourage participants to take an active role
- be flexible and open for thoughts and ideas of the participants
- invite participants to take part in post course activities using social networks and tools
- ask for feedback and course evaluation

Have fun!

### CONTENT

- content can be completed during the course

### PARTICIPANTS

- attend the entire course
- are active and involved
- receive information and generate ideas

Have fun!

## AFTER THE COURSE

### STAFF

- finalise evaluation (data processing) and take into consideration the recommendations for later training activities
- observe post course activities and give feedback if needed
- schedule future courses based on your experience

### CONTENT

- can be updated

### PARTICIPANTS

- provide feedback and remarks
- provide contact details



## COURSE CHECKLIST



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Lifelong Learning Programme



## digital-earth.eu partners:

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## CONTACT

office@digital-earth.eu

Karl Donert

European Centre of Excellence - digital-earth.eu

Paris Lodron Universität Salzburg [PLUS],

Department of Geoinformatics – Z\_GIS

Schillerstraße 30 | 5020 Salzburg | Austria



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