Course Tag Reflection Exemplar
Informational Literacy & Technological Agility

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GEO 383: Geographic Information Systems

Identify the course learning objectives <u>in the syllabus</u> that are clearly aligned to <u>Information Literacy & Technological Agility</u> and respective assignment(s).

Four CLOSs align to the Information literacy and technological agility competency:

1. describe and explain the concepts and foundations of spatial data and geographic information systems
2. describe the different operations and analytic functions of GIS and their varied environmental applications
3. perform basic operations (including data input, analysis, and display) in GIS and explain their uses and limitations
4. use GIS technology and spatial data to research a real-world geographical problem.

Every aspect of this geospatial technology course and all four objectives align with this competency. This course is an introduction to geographic information systems (GIS). GIS is a geospatial technology used to store, analyze and display spatial data. The course is heavily dependent on laboratory exercises using GIS software.

Explain the connection between specific assignment(s) and <u>Information Literacy & Technological Agility</u>. At least 30% of the course grade must engage students in <u>the selected competency</u> for the course to be tagged.

11 lab reports (55%): each lab allows students to practice GIS software skills.

3 open-book exams (25%): written exams require students to review, describe, and contextualize GIS concepts and methods.

Term project (20%): students develop a project proposal detailing their research design, data sources, and methods, conduct a final GIS project, and present their findings. The project is conducted using ArcGIS software.

Describe in detail the <u>instructional strategies</u> faculty use to intentionally teach <u>Information Literacy & Technological Agility</u> in the course.

This class incorporates lectures to convey and clarify GIS concepts and principles, think-pair-share exercises to explore ideas and test methods, fun anonymous quizzes to practice GIS concepts, guided computer laboratory exercises with assignments to practice GIS skills, assisted laboratory sessions while students work through data collection and preparation, analysis and presentation tasks for their term projects, and in-class discussions of GIS research/project ideas.

Describe the feedback tool(s) faculty use to support students' competency development on <u>Information Literacy & Technological Agility</u>.

Faculty and TAs provide written feedback on exams and laboratory assignments, verbal feedback after presentations, written feedback on proposals and final projects. Grading criteria are provided for all assignments.