

ROGERS STATE UNIVERSITY
ORGANIZED RESEARCH PROPOSAL ROUTING SHEET

Title of Application: Development of Online Presentation of GEOG 2243, Human Geography

Name of Applicant: David A. Tait

Academic Rank of Applicant: Assistant Professor

Total Budget Requested: \$1762.85

Principal Investigator: David A. Tait

The head of the department acknowledges that he/she has knowledge that the proposal is being submitted and agrees to approve use of department facilities and other conditions for the conduct of the project

Department Head: _____
Date

The dean of the appropriate school acknowledges that he/she has the knowledge that the proposal is being submitted and agrees to approve use of school facilities and other conditions for the conduct of the project.

Dean: _____
Date

Proposal Title

Development of Online Presentation of GEOG 2243, Human Geography

Investigator

David A. Tait, Ph.D., Assistant Professor, Department of Social and Behavioral Sciences

Objectives

1. Develop a learner-centered online presentation of GEOG 2243 (Human Geography), a course that is required of education majors, that fulfills a general education requirement in Global Studies for many students, and that satisfies a program requirement in the Associate of Science in Social Science degree program.
2. Align the class as closely as possible with *Geography for Life*, a set of national standards for K-12 education, published in 1994 by National Geographic Research and Education for the American Geographical Society and several other professional organizations.
3. Address the needs of students preparing for Certification Examinations for Oklahoma Educators, primarily with respect to Field 18 (World History and Geography), and also with respect to Field 17 (US History and Oklahoma History).
4. Include a research component in which students regularly apply the knowledge and skills acquired in the course to investigate issues in Oklahoma human geography.

Background Information

1. Geography Education

An important development for the teaching of geography was the 1994 publication of *Geography for Life*, a set of national standards for K-12 education, published by National Geographic Research and Education for the American Geographical Society and several other professional organizations.¹ In 2000 geography was identified as a core subject in Goals 2000: Educate America Act (Public Law 103-227). Geographers have incorporated new ideas from these sources into college textbooks.²

The standards included in *Geography for Life* identify six broad areas that are important for education in geography:

1. The World in Spatial Terms
2. Places and Regions
3. Physical Systems
4. Human Systems
5. Environment and Society
6. The Uses of Geography.

Of these six areas, all but the third one, physical systems, figure prominently in college courses in human geography. Where the standards are fully implemented, students learn to read maps; analyze ways in which culture and experience influence perception of places and regions; examine the characteristics, distribution, and migration of human population on earth's surface; and apply geography to the study of the past. College courses in human geography cover these issues in a series of chapters that deal with basic concepts and specific topics such as population, language, economic development, and popular culture.

An online class is an ideal setting in which to study human geography. Increasing amounts and varieties of information are available electronically. A well-constructed online class will introduce students to the resources available today and encourage students to begin using them. As future teachers learn how to do this, they will acquire knowledge and skills that they will transmit to their own students later on.

¹ These standards may be viewed online at <http://www.nationalgeographic.com/education/xpeditions/standards/matrix.html>. Please see an appendix entitled "Geography Standards National Geographic" for a summary of educational standards.

² See, for example, Paul L. Knox and Sallie A. Marston, *Places and Regions in Global Context: Human Geography*, 2nd edition (Upper Saddle River, NJ: Prentice Hall, 2002), xvii-xviii.

2. Previous Experience and Qualifications

I have taught this class since 1997, primarily in the video-conferencing environment.³ Some of the techniques developed there will transfer easily to the online environment; others will not.

In 2002 I redeveloped another online class (HIST 2493, United States History Since 1877). In the process I learned how to design a highly effective learner-centered class. Most of the principles employed in that project will be relevant to this one.

Proposed Activity: Details

The purpose is to develop an online presentation of this class. Each unit will have the following structure:

1. Introduction and overview
 - audio and text introductions
 - learning objectives
 - visual supports (maps, photographs, etc.)
2. Reading Assignments
 - textbook chapters
 - websites related to unit topic
 - selected scholarly articles⁴ (in some units)
 - additional supplementary reading (in some units)
3. Learning Activities (not all activities will occur in all units)
 - Wrap-Up: Lessons and Puzzles and Personal Applications⁵
 - Worksheets
 - Threaded Discussion
 - Map quizzes
 - Online and take-home exams
 - Country Report
 - Oklahoma topical research

³ Portions of a current syllabus are included below, as an appendix.

⁴ Students read a limited number of scholarly articles for two major purposes: (a) to expand their knowledge of the unit topic, and (b) to learn how to evaluate research in geography.

⁵ In Lessons and Puzzles students identify three things they learned from the unit and two things that puzzled or intrigued them. In personal applications they link the unit topic to the experience of their communities, their families, and/or themselves.

4. Find it in Oklahoma⁶
brief presentation (audio and text) of Oklahoma publications for unit topic
Student research on Oklahoma topics
5. Assessment
online survey in which students evaluate the unit, answering standardized questions and making additional comments⁷

Developmental Tasks

1. Write course and unit objectives.
2. Coordinate course and unit objectives with
Geography for Life (national standards).⁸
Certification Examinations for Oklahoma Educators (competencies)⁹
RSU General Education objectives.
3. Identify resources (websites, visual supports, articles, readings).
4. Write and record the unit introductions.
5. Develop topics for threaded discussions.
6. Prepare worksheets to assist students in acquiring information.
7. Research Oklahoma applications for each unit.
8. Write and record introductory material for "Find it in Oklahoma."
9. Develop assignments for student research on Oklahoma topics.
10. Design unit survey to permit ongoing assessment of the online class.

Carrying out the Tasks

To do these tasks effectively, I will need to become more conversant with key ideas in the field of human geography by reading books and articles in professional journals.¹⁰ This must be done at the beginning of the project.

From my experience with the history class, I know that the most difficult and time-consuming work occurs in formulating the units objectives; writing and recording the unit introductions; preparing topics for online discussions and writing and recording "Find it in Oklahoma" materials. In this class, an additional challenge will be to develop research possibilities on Oklahoma topics. My

⁶ Each unit in the history course includes "Meanwhile in Oklahoma," a brief look at some of the key events in Oklahoma during the period under study. "Find it in Oklahoma" will show how the unit material can apply to knowledge of Oklahoma.

⁷ Weekly surveys in HIST 2493 have provided very valuable information about the strengths and weaknesses of the course.

⁸ Please see appendices entitled "Chapter Topics" to see how the standards are related to chapters on current textbooks and to competencies required of Oklahoma teachers.

⁹ Please see "World History/Geography" appendix for the competencies.

¹⁰ Selected books are included in the budget. Significant journals are listed in an appendix, "Key Journals for Human Geography."

experience with the history class teaches me that these are the key things I must do to make the class learner-centered rather than strictly instructor-driven. Once I complete them, I can work with Dr. Myra Haulmark to develop the website for the class.

Faculty Time Statement

It is anticipated that my responsibilities in the fall of 2003 will include at least the following:

- three classes with at least two preparations;
- student advising;
- committee work;
- preparation for NCA visit; and
- other scholarly activities related to my faculty development contract.

The schedule of the project will be determined largely by the requirements of the online developmental process. If the class is to be offered online beginning in January 2004, all the work needs to be finished by December 1. Basic reading and research will be conducted in August and September, with October and December devoted to the developmental tasks identified above.

Budget

Adjunct instructor for one class to provide release time	\$1650.00
Books (please see below)	112.85
TOTAL	\$1762.85

Books

Agnew, John A., ed. *Human Geography: An Essential Anthology*. Blackwell, 1996. Amazon Price \$43.95.

Gregory, Derek. *Power Knowledge and Geography: An Introduction to Geographic Thought and Practice*. Blackwell, 2003. Amazon Price \$29.95.

Johnson, R.J., ed. *Dictionary of Human Geography*. Polity Press, 2000. Amazon price \$38.95.

Chapter Topics, National Standards, Oklahoma Competencies

James M. Rubenstein

The Cultural Landscape: An Introduction to Human Geography

7th edition, Prentice Hall, 2002

Textbook Chapter	Geography for Life Standards	Oklahoma Competencies, Field 18
1. Thinking Geographically	1. The World in Spatial Terms	17. Themes, Information, Maps and Globes
2. Population	4. Human Systems	23. Population, urban/rural settlement
3. Migration	4. Human Systems	27. Features & Oklahoma development
4. Folk and Popular Culture	2. Places & Regions; 4. Human Systems	22. Regional patterns of culture & society
5. Language	2. Places & Regions; 4. Human Systems	22. Regional patterns of culture & society
6. Religion	2. Places & Regions; 4. Human Systems	22. Regional patterns of culture & society
7. Ethnicity	2. Places & Regions; 4. Human Systems	22. Regional patterns of culture & society
8. Political Geography	4. Human Systems	25. Political systems
9. Development	4. Human systems; 5. Environment & Society	26. Economic systems & patterns
10. Agriculture	4. Human systems; 5. Environment & Society	23. Rural Settlements; 24. Land Use
11. Industry	4. Human systems; 5. Environment & Society	26. Economic systems
12. Services	4. Human systems; 5. Environment & Society	26. Economic systems
13. Urban Patterns	4. Human systems; 5. Environment & Society	23. Urban settlement
14. Resource Issues	5. Environment & Society	24. Resource distribution, land use

Chapter Topics, National Standards, Oklahoma Competencies

Paul L. Knox and Sallie A. Marston

Places and Regions in Global Context: Human Geography

2nd edition, Prentice Hall, 2001

Textbook Chapter	Geography for Life Standards	Oklahoma Competencies, Field 18
1. Geography Matters	1. The World in Spatial Terms	17. Themes, Information, Maps and Globes
2. The Changing Global Context	4. Human Systems	25. Political Systems; 26. Economic Systems
3. Geographies of Population	4. Human Systems	23. Population, urban/rural settlement
4. Nature, Society and Technology	4. Human Systems; 5. Environment & Society	26. Economic Systems & environment
5. Mapping Cultural Identities	2. Places and Regions; 4. Human Systems	22. Global & regional culture patterns
6. Interpreting Places and Landscape	1. World in Spatial Terms; 2. Places & Regions	21. Geography and history
7. Geography of Economic Development	4. Human Systems; 5. Environment & Society	26. Economic systems & patterns
8. Agriculture and Food Production	4. Human Systems; 5. Environment & Society	23. Rural settlement; 24. Land Use
9. The Politics of Territory and Space	4. Human Systems	25. Political systems
10. Urbanization	4. Human Systems; 5. Environment & Society	23. Urban settlement
11. City Spaces: Urban Structure	4. Human Systems	23. Urban settlement
12. Future Geographies	6. The Uses of Geography	17. Terms & Themes

Key Journals for Human Geography

Annals of the Association of American Geographers

Ecumene: A Geographical Journal of Environment, Culture, Meaning

Journal of Cultural Geography

Landscape

Progress in Human Geography

Social and Cultural Geography

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