Overcoming the Lisnagunogue Effect

Using GIS to turn space to place

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Space

Place
Let’s play a game of ‘place word association’...
New York
Belfast
Lisnagunogue
Lisnagunogue
Lisnagunogue
or
Haiyan

How do we ensure our pupils don’t have a similar reaction of ‘Eh?!’ when we talk to them about “strange sounding” places like Haiyan? How can GIS help turn space into place?
How do we ensure our pupils don’t have a similar reaction of ‘Eh?!’ when we talk to them about “strange sounding” places like Haiyan? How can GIS help turn space into place?
Exam friendly notes. But pretty poor geography. Where is the sense of place?
Where does the GIS task sit in the sequence of lessons?

We teach the students the background knowledge they need to know about the three main hazards associated with tropical storms. Then the GIS task is designed to allow them to apply their prior knowledge. They are given a Google Slides ‘worksheet’ to follow through, guiding them through the task step by step.
The impacts of typhoons

- Rainfall flooding
- Storm surge
- Strong winds
You can access the map, the Slides worksheet and VAR (Video Assistant Resource!) here.

Click to open the GIS map

A couple of tips to start on using ArcGIS

1. Open the ArcGIS worksheet and look at the data on the map. Note that the data will change when you move the map.

2. There are two options:
   - **Esri Layer A** - contains the map data
   - **Esri Layer B** - contains the map data

3. To open the map, click on the map in the ArcGIS worksheet.

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5. A couple of tips to start on using ArcGIS

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   - To open the map, click on the map in the ArcGIS worksheet.

World overview

Overview of the storm: bookmark 2

Overview of the storm

Overview of the satellite image: Bookmark 3

Damage caused by the storm: Bookmark 4

Visayas storm surge: Bookmark 5

Damage to Tacloban City: Bookmark 6

Damage to Tacloban City

Your answer:

Your answer:

Your answer:

Your answer:

Your answer:

Your answer:

Your answer:
Scale
Pattern
Distribution
Scaffolded freedom
What do the students get from the exercise?
Scale

Students are able to engage with the map at a variety of scales: global, regional, national, local. This enables them to explore the space and see connections between the levels of scale in between them, as they begin to construct their sense of place. Students can use the measure tool to take various measurements at various scales.
Pattern

Students can *examine* patterns on the map, using choropleth and proportional circles. But they can *explore* these patterns more richly, as they are able to go in to places that catch their eye and look at the localised factors that might help explain anomalies.
Distribution

Students can come into a really small scale and look at the distribution of destroyed and damaged buildings, relating this to various factors such as topography and distance from the sea.
Scaffolded freedom

Due to the guidance provided, students are scaffolded and supported in apply their prior knowledge to this spatial context.

But, given the interactive nature of the GIS map, they can be given freedom to explore the spatial data in much more freedom.

Thus, it can unleash some exploration of powerful geography for them, giving them ‘new ways of thinking about the world … powerful ways of analysing, explaining and understanding … (and) taking students beyond their own experience.’ (Maude, 2016).

A typology of geography’s powerful knowledge (Maude, 2016)
I used this exercise with GCSE pupils during lockdown. So how did they get on with it all alone, without my help? How did they find the operation of the GIS? And how did they get on with the geography of the task? Here are some of their comments
Using the GIS is a unique, engaging way of learning. It's a more enjoyable way of learning and understanding the Case Study.

Really fun. I loved the map work

It was very easy to use.

Using the GIS at home was hard at first but I soon got the hang of it. It was quite fun using the different tools to measure the area and distance.

It was good to see the path of the Typhoon on a real life map to get an idea of the extent of damage it caused. I enjoyed measuring the areas of damage and size of the typhoon because it allowed you to see how devastating these typhoons can be.

I enjoyed the measuring tools because it puts things into scale

I really liked using the GIS. The part I most enjoyed was getting to explore the map because I think it was cool how we could explore the damage that happened and the place it happened in. It was very interesting.
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"Every time I see a river" – Brendan Conway, Notre Dame School
Visualisers - the possibilities are endless – Laura Free, Tudor Grange Academy Worcester
Using visuals to develop independence, Chris Hoare, Kings' School Al Barsha, Dubai, UAE
Hopeful Education: understanding progress, believing in humanity, and creating a better world, David Alcock, Bradford Grammar
The power of multiple choice questions, Matthew Williams, Old Swinford Hospital School
Changing the subject: emerging post-Covid-19 geographies, Alan Parkinson, King's Ely Junior School
Teaching geography for the Anthropocene, Paul Turner, Freelance geography resource writer
Making case studies stick, Fiona Old, Kingsthorpe College
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Curriculum design 4 Geography: Your role as a 'curriculum maker', Sophie Wilson, St Mary's University