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What is the *Geospatial O Diagram*?

Geospatial O Diagram uses the original design of PolyU’s Learning-to-Learn O Diagram, funded by University Grants Committee, engage students to link learnt theories with actual use.

It is a tool, designed for both educators and students, for use in assessments. For educators, it could be a tool to structure the assessment. For students, it could be a tool for structuring the submissions for the assessment. It enables students to become use to the idea of scientific reporting and the logic behind the reports.

Expected desirable outcomes

For Educators:

- ❖ Help with identifying all the various elements they wish to assess the students
- ❖ Be aware of the connection between their assessments with other disciplines
- ❖ Providing an alternative to grading rubrics, where educators can compare the student’s knowledge with their intentions

For Students:

- ❖ Better structure reports/submissions for assignments
- ❖ Better articulate their understanding and thought
- ❖ Improve and standardize reports and submissions

Design of the *Geospatial O Diagram*

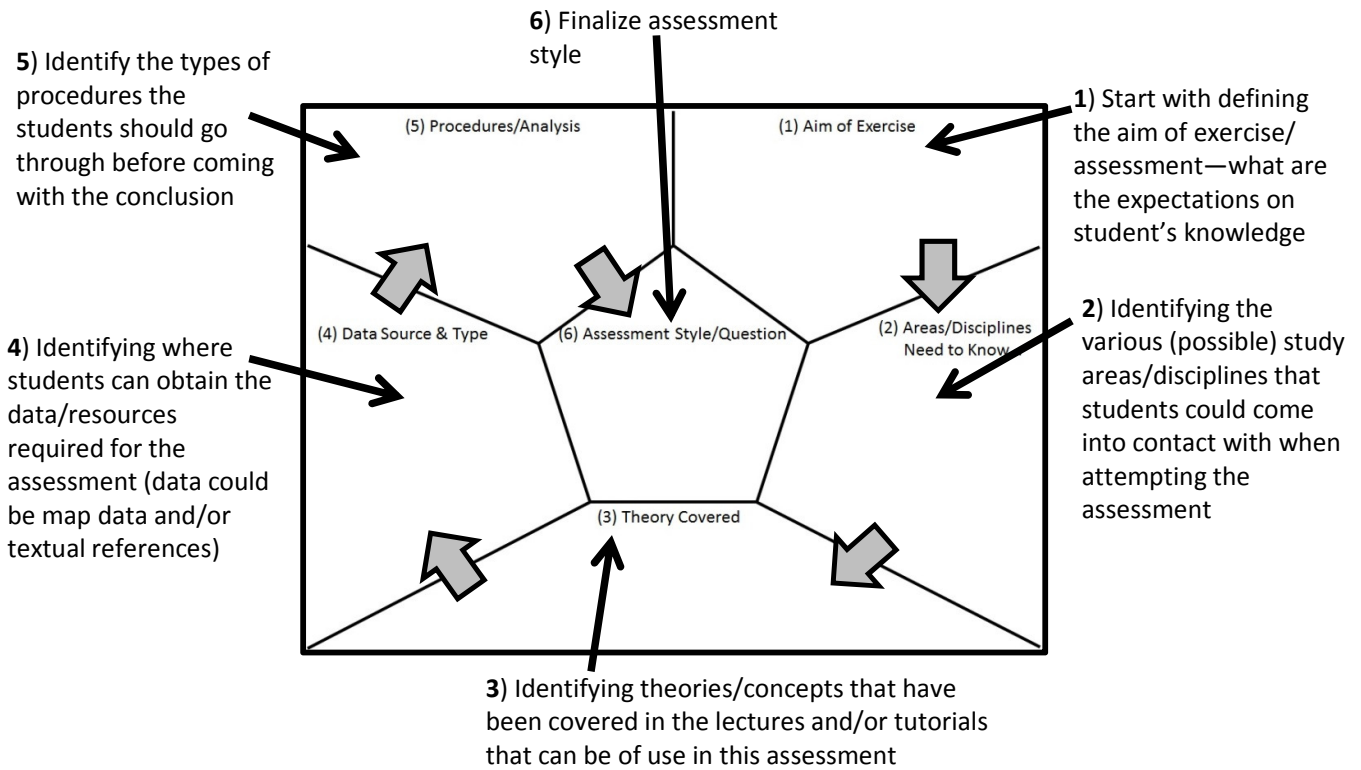
The design of the Diagram stems from a similar product from PolyU’s Learning to Learn project (Sept 1999 – May 2003) funded by the University Grants Committee. The original O Diagram was designed for laboratory settings—enabling students to bridge the gap between the learnt theories and actual use. That O diagram has been modified for use in the Geospatial discipline by geospatial educators. It has two versions: students and teachers.

The Student version aims to enable students to produce clear and concise reports. As the Geospatial discipline often requires the students to report in a scientific and logical manner, the diagram is designed to focus the student’s logic. Each section corresponds to major headings often seen on scientific reports.

The Teacher version aims to enable educators to identify possibilities within and outside of their disciplines, so that educators can become aware of how their own subjects can relate to something that could be outside of the field of student’s study. Each section can correspond to an element for assessment and can help with the creation of a grading rubric.

How to use the *Geospatial O Diagram*

For best result, the process starts with the Educators using the Teacher version of the *Geospatial Diagram*, to structure the assessment.

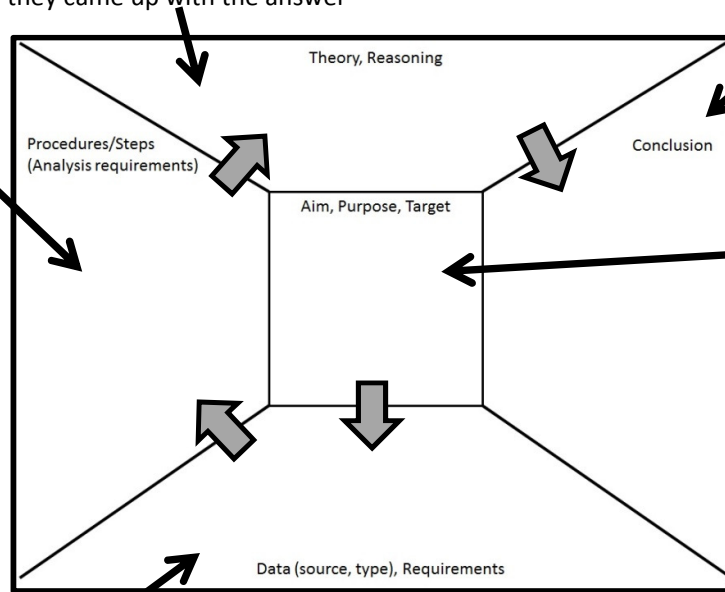


When students are faced with writing the submission (e.g. report) for the assessment, the students can work through the *Geospatial O Diagram* to structure their thought process.

4) Students are to identify the various theories and/or their thought process involved with obtaining and analyzing the results. If structured questions were involved in the assessment, students should identify how they came up with the answer

5) From previous steps, students should be able to draw up a conclusion to their report in a logical manner

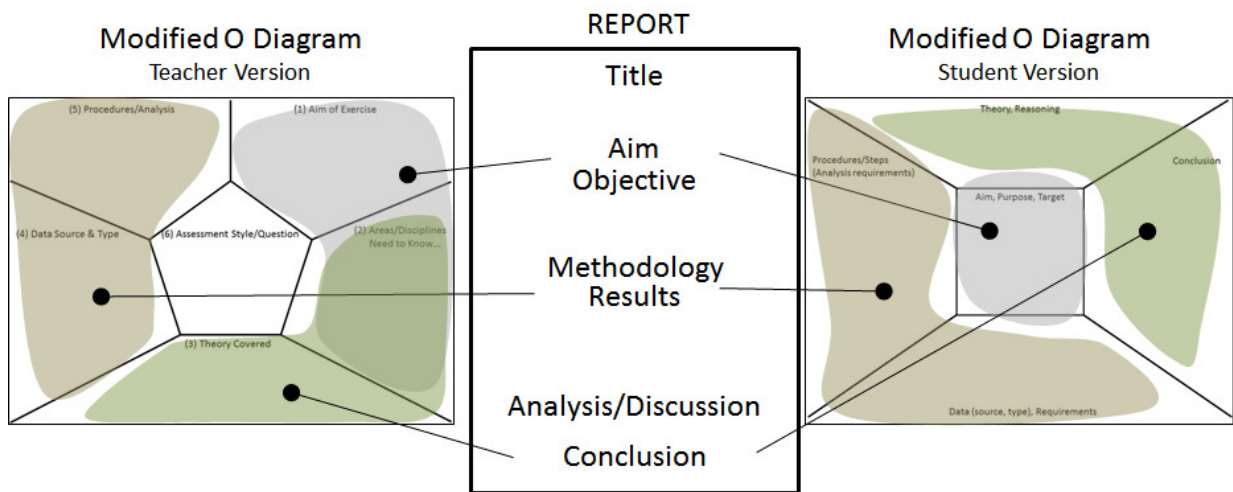
3) Students are to identify what steps they should take (if not given) to achieve some sort of reportable result. If students are given the procedures, they should be able to summarize and identify reasons to the procedures



1) Students should start by identifying the aim and objective of the assessment (should be able to find from the assessment sheet) and identify the target that they want to achieve in this assessment

2) Students are to identify what sorts of resources (e.g., data, equipment) they used and/or what are the requirements (characteristics) of the data sources/equipment

The *Geospatial O Diagram* should correspond to a typical scientific report:



Suggested applications

Whilst the *Geospatial O Diagram* can help structure the assessment and the submissions of the assessment, it can also help with critiquing and grading of the assessment.

The Teacher version of *Geospatial O Diagram* can enable educators to create a more structured grading rubric for help with assessment. As the *Geospatial O Diagram* has already identified the key content elements to the assessment, the next step would be to identify the qualitative requirement to the content (e.g., degree of understanding).

Share your Ideas

Send us your ideas and share with fellow educators on:

Geo-spatial Education Platform: <http://www.polyu.edu.hk/proj/gef/>

Email: lsgi.gef@polyu.edu.hk