Sample virtual program: stage 4 geography – place and liveability

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?  How will share and display information for your students to access?  How can you promote student-teacher interactions?  How can opportunities for inter-learner interactions be incorporated into activities?  How will the teacher monitor and support progress in student learning? |

## Model 1 – Student guided inquiry

Students are guided in completing an investigation into liveability and the way people’s perceptions of liveability vary. This activity includes a synchronous task using your choice of online collaboration platform (for example Teams, Google Classroom, Padlet) that allows students to engage in real time discussion. This sample virtual inquiry is for one week of teaching.

Stage 4 – place and liveability

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| Guiding questions: | How are people and places connected together? |
| What are your students going to learn? (Objectives) | Students:   * Discuss factors that influence people’s perceptions of the liveability of places * Investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities   from [Geography K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1189) |
| How are they going to learn it? (Resources and Strategies) | 1. Using the chosen collaboration platform, students respond to the question ‘what makes a place great to live in?’ and add to the responses as they read them. 2. Teacher to share [The Power of Liveable Cities](https://www.youtube.com/watch?v=5XONOAy_Q7M&t=188s) (duration 11:27) video – students to watch and share their thoughts via the collaboration space at the end of the video. Students to create a shared list of the key features of a liveable place. 3. Students to work through each chapter of the ABC [‘where’s the best place to live’](https://education.abc.net.au/home#!/digibook/1278012/wheres-the-best-place-to-live) digibook, writing 1-2 dot points to summarise the information in each chapter 4. Students to investigate liveability using a range of online resources. They are to produce an infographic including:  * 10 most liveable cities * 10 least liveable cities * Key factors of liveability * Information about the global liveability ranking * Major issues affecting liveability * Where do rural places fit?  1. Students to collaborate using the online space to create a shared definition of ‘community identity’, ‘environmental quality’ and ‘access to services and facilities’. Using this definition, students are to create a short survey (using Microsoft or Google Forms, via department login) with 5 questions under each of those headings. The questions should use a [Likert scale](https://www.surveymonkey.com/mp/likert-scale/) to determine people’s attitudes and perceptions of different aspects of liveability. 2. Students should share their completed forms with the class and invite family and friends to complete the form via email. As a class, assess the data collected by the forms and support students to draw conclusions about the different perceptions of liveability that are suggested by the data they collect. Do this by modelling the analysis with one student’s form data – students can then analyse their own individually or with a peer via online collaboration. 3. Students are to design the ‘world’s most liveable city.’ They should use their research throughout the learning sequence, the survey data that they collected and their own beliefs about liveability to inform their city design. They can present their design using online tools or on paper (submit to teacher via photography). 4. Students are to write a reflection about the design of their city, justifying the choices they made about liveability. This reflection should be 1-2 paragraphs. 5. Students are to submit their design to the shared classroom space and select one of the peer’s design to provide feedback on. Using the collaborative tool, students should assess the work of their peer and tell them one thing that has been done very well, one thing that is unclear, and ask one question about the city design. After receiving their own feedback, students are to action the comments and improve the design of their city. 6. The class should meet again at the same time using the online collaboration platform. Guide students to brainstorm the following questions:  * What was the most interesting thing you learnt in this sequence? * What surprised you about liveability? * Why do people have different ideas about liveability?  1. Students to write a final reflection on the learning they have done through this virtual sequence, responding to the question ‘why do people’s perceptions of the liveability of places differ?’ They should upload this response for teacher feedback. |
| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that you are to complete to demonstrate learning? The two key tasks are the infographic and the liveable city design. Both of these tasks inform each other and include a reflection that will help determine student success. |
| Collecting evidence of student learning (Verification) | Online responses to discussion prompts, work log submitted using Google classroom or Class OneNote, final city design products and actioning of peer assessment feedback. Formative assessment can be utilised throughout the synchronous activities and through student communications via the online collaboration tool. |
| Differentiation | Students to use the [[Bloomberg](https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg) article and video](https://www.bloomberg.com/news/articles/2019-09-03/these-are-the-world-s-most-liveable-cities-in-2019) to gather notes for their infographic. Students are to create a liveable city of their own or choose a city/town they are familiar with and think of ways to improve the liveability of that city. This can be done on paper or using and online tool. |
| Extension/HPGE | Open-ended investigations into one or more of the ‘most’ and ‘least’ liveable cities of 2019, using the [Global Liveability Ranking.](https://www.eiu.com/topic/liveability) Students to create a one page report on at least one city from each category, analysing the reasons for the rankings and suggesting changes that could support that city to improve in the future. |
| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote. |
| Communication | [Bubbl.us](https://bubbl.us/), [Padlet](https://padlet.com/) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

**Resources**

* [Global Liveability Index](https://www.eiu.com/topic/liveability)
* [Is your city for people or cars?](https://www.youtube.com/watch?v=yoAD_P0-z0A) - TedX video (duration 10:50)
* [Where is the world’s most liveable city?](https://www.youtube.com/watch?v=ylR21fezN7E) – Economist video (duration 2:55)
* [Future cities](https://www.youtube.com/watch?v=9DMp_8mJwUI) – ABC Science video (duration 25:18)
* [What does liveability mean?](https://www.youtube.com/watch?v=2n0DUAr_6eI) – video (duration 1:44)
* [Liveability](https://www.greater.sydney/metropolis-of-three-cities/liveability) – Greater Sydney website
* [Liveability](https://www.lgnsw.org.au/policy/liveability) – Local government NSW website
* [Creating liveable cities in Australia](https://cur.org.au/project/national-liveability-report/) website