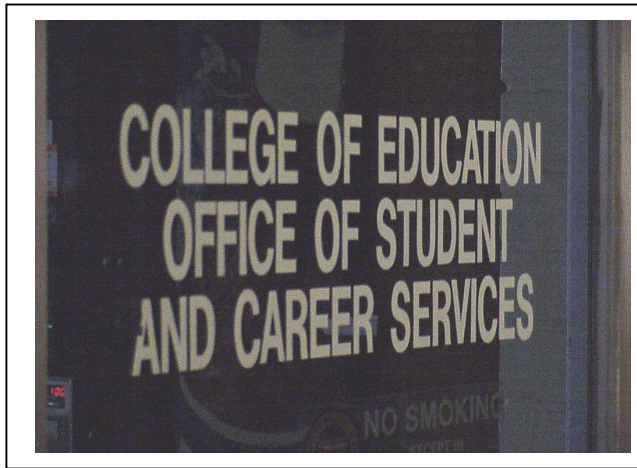


EDUCATION EVENT REPORT AND RECOMMENDATIONS

Attendee's Name: Joseph Kerski Title: Cartographer, PM
Location: University of Arizona, Tucson, Arizona.
Event Date(s): 11 October 2000
Purpose of Event: Conduct workshop for Sherrill Scholar Program, School of Education, University of Arizona.



Entrance, School of Education, University of Arizona.

Turning Tragedy Into Teaching

During the early 1990s, Mr and Mrs Sherrill were murdered in their home in Tucson, Arizona. Because they were long-time supporters of education at the University of Arizona, their son set up a ten-year endowment that would bring in experts in geography education from across the country to train teachers in the state of Arizona. The Sherrill Scholar Program was born. Each year, geography teachers at all levels from across the state apply for the program. The selectees attend a workshop once a week for 8 weeks, field trips, and are required to submit a curricular project using the materials and methods they learned in the program. From this tragedy, a decade-long program began that has already turned 130 teachers across the state into more effective and energized teachers.

This is the second year I have been invited to participate in the Sherrill Scholar program. Other presenters at this year's program included Gail Hobbs, NCGE President during 1999, and Dr. Teresa Bulman from Portland State University. I therefore was in excellent company and the expectations were high that I conduct a workshop of the utmost quality. *The University of Arizona paid for my lodging and travel for this outreach event.*

My workshop included two focus areas. First, I conducted a hands-on lesson of Map Mysteries - - using USGS thematic and topographic maps to explore the physical and cultural environment. This is included on my web site at USGS RMMC. I included the tapestry map, Earthshots, digital

landforms map, Point Reyes, New Orleans West, South Pass, Callaway NE, Earthquake Lake MT, the shaded relief map of AZ, and other maps in this presentation. I next conducted a live exploration of demographic, USGS earthquake, and tornado data using GIS software. I shipped and distributed teachers packets, GIPs, sample maps, fact sheets, circulars, posters, and map indexes.

Reasons for attending:

1) As the nation's largest scientific organization, the USGS can and has provided great input to publications, data sets, software, and other items related to geographic education. This is particularly true in the area of bringing GIS and other geographic technologies to the classroom: the USGS could be a leader in generating data sets that teachers can easily use at all grade levels. In so doing, the publicity generated from teachers and students across the country for the USGS could be enormous, particularly with the amount of media on the need for geographic knowledge.



Three of the teachers in the 2000 Sherrill Scholar Program.

2) The value-added in our involvement with the lifelong learning focus area of educational outreach is that we work with educators to demonstrate **how** our products can be used in conjunction with national science and geography standards. It is not enough to tell **what** products are available. Teachers already know how to find most resources and they have access to a great deal of material. When we get involved with teachers--getting their input and working with them--we can understand how to best meet their needs.

3) The field of geography education continues to expand, with ever-increasing attention to interdisciplinary linkages (particularly to math and science, because the connection to history has always been strong), the national geography standards (*Geography for Life*) and state standards. USGS research has excellent ties to human-environment connections, and we can therefore

demonstrate how to bridge cultural and physical geography, and how to bridge geography and science.



USGS materials I shipped and distributed at the University of Arizona were very popular.

Recommendations:

1) These are exciting times for geographic education, with the resurgence of public interest in the subject, and the new national K-12 standards in geography. I believe that the USGS should play a role in this expansion of geographic education. I recommend we pursue finding partners for reprinting the teacher packets and produce a CD-ROM with ready-to-go USGS data sets for GIS.

2) I recommend we continue to be involved in the Sherrill Scholar program, expand the publicity generated from the program, and seek other high-profile opportunities like these where other organizations are paying for us to conduct educational outreach. One of the reasons we should seek this type of program is that the teachers are *required* to make presentations to other teachers about what they have learned, ensuring that our efforts will not remain solely with the workshop participants, but expand to many others.

Acknowledgements:

I appreciated the USGS' support of the time for my attendance at this event. I know that the attendees were appreciative of USGS support as well. I also thank the faculty and staff at the University of Arizona's School of Education for their kindness and support of geography education.

end of report