

# Instructor Guide for ArcGIS Story Map Projects

*Version 8.2023*

This guide breaks down different versions of Story Map assignments - select the section that best applies to the type of assignment duration that you are interested in. In each section, there are training recommendations, tools, and notes for the equivalent assignment comparison to a non-Story Map assignment.

## Quick Project (1 - 2 weeks)

Quick assignments are based on a subject, but assignment requirements are more general - training would be centered on creating a Map Tour or working with one specific tool, but students would have the freedom to use any feature they want for their project. This assignment would not intend to require a lot of data setup or creation, and not require spreadsheet data entry.

### Goals

- Introduction to using maps as a way to explore a subject, track an event over time, or creating an interactive project

### How long would it take to create?

- 1-2 weeks
  - For a quick assignment, there might be more text and media content than a map focus.
  - Students could create a quick map tour and add 3-4 points depending on the project.
  - Example: Demo session and assignment introduction on Monday, project would be due on the Friday of the next week

### Equivalent Assignment Comparison

- 1 - 2 page paper
- A discussion topic posted on a Moodle forum

### Tool Options

- Map Tours
- Mostly media and text - Story Maps as an interactive presentation platform

### Training

- A 15 - 20 minute training session with the class

- Verify that everyone can log in, discuss project setup, and potential software frustrations and how to address issues, and how to understand different project sharing options
- Sessions can be done in-class, virtually, or asynchronously.
- Modules, training guides, and tutorial videos are available to add to library guides or Moodle if asynchronous is preferred.

## Mid-Term Assignment

This type of assignment would entail extra time for research, recommendations for working with spreadsheets if there is data creation, or for shorter projects that may have more detailed requirements.

### Goals

- Introduction to using maps as a way to explore a subject, track an event over time, or creating an interactive project
- Use maps to visualize information for multiple research sources
- Create a professional-looking, detailed digital research project

### How long would it take to create?

- Introduce early in the semester - due as a mid-term project
  - Data creation may be an option - working with spreadsheets or how to create a Google Sheet to be compatible with ArcGIS Story Maps
  - Specific research requirements (students need to find a specific number of resources)
  - If not using a spreadsheet, this could be 5 - 8 points on a Map Tour assignment

### Equivalent Assignment Comparison

- 3 - 5 page research paper
- Short podcast assignment

### Tools

- Maps, media content, text content. Maps can be more complex but should still tie together well with other materials in the project.
- Map Tour, Web Map/Map creation
- Spreadsheet data upload for easier data creation

### Training

- In-person or virtual, best when combined with a library research session

- 20 - 30 minute session - can take an entire 50 minute class hour if the whole class time is available
- A demo session that focuses on the workflow of the project
- Verify that everyone can log in, discuss project setup, and potential software frustrations and how to address issues, and how to understand different project sharing options
- Talk about accessibility and design - what is the most accessible for readers and what makes the project the easiest to navigate
- Modules, training guides, and tutorial videos are available to add to library guides or Moodle courses

## Final Semester Project

This assignment would be intended as the final project for the course - students would need to be working on the project throughout the semester. This could also include shorter-term projects that require the use of more complex setup.

### Goals

- Introduction to using maps as a way to explore a subject, track an event over time, or creating an interactive project
- Use maps to visualize information for multiple research sources
- Create a professional-looking, detailed digital research project

### How long would it take to create?

- Introduce the project and have a demo at the beginning of the semester, project would be due as a final
  - Data creation, may require a lot of spreadsheet work for uploading data
  - Multiple tools in Story Maps, detailed formatting
  - Requires multiple sources for research - very detailed requirements for tracking sources and information
- If creating a Map Tour Story Map, this could be 10-15 points on the map, with all slides populated with content.
  - Map Tour slides should have an order that reflect intent of the project or follow some type of pattern in relation to the project.

### Equivalent Assignment Comparison

- 10+ page research paper
- Podcast assignment with multiple sessions
- Video editing assignment
- A creative digital assignment that requires multiple types of media content

## Tools

- Maps, media content, text content. Maps can be more complex but should still tie together well with other materials in the project.
- Map Tour, Web Map/Map creation
- Spreadsheet data upload for easier data creation
- Sidecar format, utilizing Map Actions, uploading custom maps
- Combination of other tools in the program (Map slider, timelines, etc.) or the use of third-party tools (Thinglink, Timeline JS, etc.)

## Training

- In-person, whole class time should be reserved for training
- Combine with a library research session
- IT can attend in-class working sessions to help students that have questions while working on the project
- Verify that everyone can log in, discuss project setup, and potential software frustrations and how to address issues, and how to understand different project sharing options
- Talk about accessibility and design - what is the most accessible for readers and what makes the project the easiest to navigate
- Modules, training guides, and tutorial videos are available to add to library guides or Moodle courses
- Custom examples may be created based on the assignment to make it easier for students to visualize a final concept

## Additional Info

### Scaffolding the Assignment

In many cases, building in a due date for a rough draft will prevent a lot of last minute submissions! If groups are collecting data on a Google Doc or Sheet before adding to the Story Map, this can be a good way to check progress before the project is due.

### Research Sessions

Discuss with the Research Librarian on recommendations for the best schedule or format for a research session. If there are specific research requirements, these projects can be the most successful if we combine the technology demo with a research session!

### Working on the Assignment

- Students can contact DiSCO anytime to request help on the assignment

- It is encouraged to reach out early on! Support may be limited if requests are submitted the last minute, after staffed hours, or during holidays
- Students MUST create their project on the St. Olaf ArcGIS Online site (not the public site)

## Submitting the Project

- Determine if projects should be St. Olaf-only visible or public
- St. Olaf-only projects will be blocked with a log in - only people with a St. Olaf ArcGIS Online account will be able to access it
- Projects can be submitted as a URL like to a Moodle forum, assignment, or even posted to a shared Google Doc

## Example Rubric/Grading

Adapted from the [University of Minnesota Story Maps Curriculum Portal](#)

Grading for Story Maps can be flexible and depends largely on the goals of the instructor. In many cases, grading a Story Map assignment is similar to grading a paper - the only additional factor is how much weight is potentially placed for the integration of spatial elements in the project.

1. A defined research question or thesis statement in the project
2. Amount of content on the map (points, features, media, text content, etc.)
3. Were students able to take data from primary/secondary sources and create an analysis?
4. Quality of data gathered or created
5. Map Design
  - a. Does the map design make sense and does it appeal to the intended audience?
  - b. Is it visually accessible?
6. Free from grammatical errors and information is included in the citations.
7. Should there be a way for the group members to evaluate themselves/each other and who contributed?

| Rubric                                                                                                                              |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| A defined research question or thesis statement is present.                                                                         |  |  |  |
| There is an appropriate amount of content associated with the point on the map. (ie. Why is the location important to the project?) |  |  |  |
| Map design makes sense to the project subject matter and appeals to the intended audience.                                          |  |  |  |

|                                                                                                                                                                            |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| All sources are cited in [preferred citation method] and there is a clear bibliography.                                                                                    |  |  |  |
| Follow proper writing conventions (spelling, proofreading, grammar)                                                                                                        |  |  |  |
| Map was submitted on time and with the correct visibility permissions (must be Organization only or Public). [Include preferred method of submission: email, Moodle, etc.] |  |  |  |