

UNI - Environment, Technology & Society Capstone Final Project

Project theme – Develop a plan, using an ArcGIS StoryMap, to holistically envision your life over the ten years after graduation. This is an opportunity to: A) Summarize your background and developing skills, B) Select a dream job, location, home, car (plane? Boat?) C) Apply the content knowledge of our Environment, Technology and Society Capstone knowledge, D) Identify potential road blocks and their solutions and E) Consider your role in your local community and larger civilization.

'Never regard your study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to profit of the community to which you latter work belongs.'

- Albert Einstein

Important logistics

1. You will need to remember the user name and password that you received recently from ESRI.
2. This is the sign in page for ArcGIS StoryMap <https://storymaps.arcgis.com/>
3. Lets work to keep our stories together here <https://univnortherniowa.maps.arcgis.com/home/group.html?id=1511761e44844408988b35ea86e2b1fb#overview> , I will add you to the group
3. I would start building your story ASAP, this is not something you can complete well in one week.

Tutorials and examples

This is their main collection of resources to help with making StoryMaps. I really like the animated section "Make you first story" in the middle of the page.

<https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/resources> , specifically this one <https://storymaps.arcgis.com/stories/429bc4eed5f145109e603c9711a33407>

As well as these guides:

<https://www.esri.com/arcgis-blog/products/arcgis-storymaps/sharing-collaboration/planning-and-outlining-your-story-map-how-to-set-yourself-up-for-success/>

<https://storymaps.arcgis.com/stories/88bd5855dc3847769f2c6847b15af64e>

Their How-to guides:

<https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4>

<https://storymaps.arcgis.com/stories/a9a3b76c2d3d4b6bb0d822706e31b33c>

How-to for maps:

<https://www.esri.com/arcgis-blog/products/arcgis-storymaps/mapping/what-is-an-express-map-and-why-should-you-use-one/>

<https://www.esri.com/arcgis-blog/products/arcgis-storymaps/mapping/supercharge-your-stories-with-map-actions-beta/>

Interview on use for location-based news:

<https://www.esri.com/arcgis-blog/products/arcgis-storymaps/constituent-engagement/usingstorymapsfornews/>

Example StoryMaps:

The Human Reach

<https://storymaps.arcgis.com/collections/0c89e00d504f429bb0a8dd7f6838ec56?item=19>

Endangered Climate

<https://apl.maps.arcgis.com/apps/MapJournal/index.html?appid=b293ecdf3a6f4e9aadb772729317d1d6>

People and Planet

<https://maps.arcgis.com/apps/Cascade/index.html?appid=76e1a0b1cedc48c0aad73ca013ec628b>

Farming for the future

<https://storymaps.arcgis.com/stories/795fa0328cb2497a8f960b5f3e8d2c7a>

Classic StoryMap Gallery = <https://storymaps-classic.arcgis.com/en/gallery/#s=0>

Grading Rubric:

Content (40 points)

- Clearly demonstrates a workable plan and vision for a meaningful/happy life over next 10 years
 - o Clear background characterization - Reflect and summarize your life and work up to graduation.
 - o Post UNI Life - Location, Career, House, and Car (plane, boat?) – Build your dream life, shoot for the stars but also be realistic... Has the content of this course influenced any of these dreams?
 - o Environment –
 - What is the potential of climate change in you chosen location?
 - Is your location prone to flooding or other natural disasters?
 - What resources will you need to live based on your Post UNI Life choices?
 - Health and happiness – How has the on-going pandemic influenced your outlook on preparing the best you can for the next 10 years?
 - o Technology – desired role of technology in your life? Are there any implications positive or negative of the technology in your life, how will your account for these implications?
 - o Society - What roles do you hope to have in your local community and larger civilization? E.g. – Include at least 4 of the following 6 components,
 - Art/Creativity
 - Family
 - Federal service
 - Politics
 - Religion
 - Volunteerism
 - o Sustainability – How will you work to pull all of the preceding variables together, toward Socio-Economic/Socio-Environmental Sustainability? How will the World Health Organization’s Sustainable Development Goals be a part of your life?
- Effectively uses content from the course to support your plan.
- Complete and thorough research leading to clear evidence and documentation for your perspective

- Accurate historical and current information
 - There is a clear and logical connection between text and images and other media used.
- Relevant choices of ten or more sources including at least five academic sources, the primary, research interview with a current member of your developing profession (Here is an example - <https://www.esri.com/arcgis-blog/products/arcgis-storymaps/constituent-engagement/usingstorymapsfornews/>)

Writing/Text (20)

- Clarity of writing
- Style – interesting use of language and terms and concepts are clearly defined and discussed.
- Good use of effective storytelling tools & skills
- Paragraphs have strong topic sentences link to each other in a logical way.
- Principal argument or perspective returned to, deepened, and clarified
- Appropriate use of citations in text (with quotations); complete list included at end
- Labels are provided under images, maps, and other media

Appearance (20)

- Includes Map(s) –, usefulness, complexity, content
- Includes images, video, audio and clear text. Things are also neatly labeled.
- Design – aesthetically pleasing, easy to read, appropriate colors & fonts
- Logical organization and layout
- Clear and logical connection to associated text and images, and other media

Creativity (20)

- Innovative idea or design or content
- Creative use of language – poetry, quotes...
- Broader relevance & importance in relationship to the course topic.

StoryMap Characteristics

Exceptional. The Storymap fulfills all the above conditions in a thorough and well- organized manner. The Storymap is original, compelling, attractive, and shows creativity. It goes beyond description and demonstrates points with explanations or analysis. The Storymap clearly relates to the course theme. The Storymap demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The Storymap reflects in- depth engagement with the topic.

Satisfactory. The Storymap fulfills most the above conditions in a thorough and well-organized manner. It shows moderate levels of originality, compelling content, attractiveness, and creativity. The Storymap is reasonably focused, and explanations or analysis support most points. The Storymap somewhat relates to the course theme. Fewer connections are made between ideas, and though new insights are offered, they are not always fully developed. The Storymap reflects moderate engagement with the topic.

Underdeveloped. The Storymap fulfills some the above conditions but may not be thoroughly researched or well-organized. It shows low levels of originality, compelling content, attractiveness, and creativity. The Storymap is mostly descriptive without analysis or explanations. It mostly lacks consideration of alternative perspectives, and few connections are made between ideas. The Storymap demonstrates limited awareness of its own limitations or implications, and does not

consider multiple perspectives when appropriate. The Storymap somewhat relates to the course theme, and reflects only passing engagement with the topic.

Limited. The Storymap fulfills few of the above conditions in a thorough and well-organized manner. It shows very low levels of originality, compelling content, attractiveness, and creativity. The Storymap is primarily descriptive and lacks analysis or explanations. It is unfocused, or simply rehashes previous comments, and displays very little evidence of student engagement with the topic. The Storymap demonstrates very little awareness of its own limitations or implications, and does not consider multiple perspectives when appropriate. Little or no explicit connection to the courses.