

Digital Field Trip Report

Using audio, images, and an iPod, students create a series of guided tours through a museum, creating a virtual museum for others to access. The student reflections serve as a way to allow students unable to attend the field trip to see what resources are available in the community and make connections to courses of study in the school. The tours also help teachers prepare subsequent classes for trips to the same museum.

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Curriculum areas: Any subject area

Grade level: Middle School (can be adapted for all grade levels)

Project Description

This project is used in conjunction with a class field trip designed to support subject content taught in class—for example, the class could visit an Asian art museum when studying China, or a science museum when studying biology. On their field trip, students use an iPod with a voice recorder to capture their thoughts, reflections, and new learning on the museum and the exhibits they visit. They also take photos with a digital camera. Upon returning to school, they combine the audio and photos to create a guided tour in iMovie to share with others.

Project Steps

- 1 Provide the class with an overview of the museum and the exhibits students will see on the field trip.
- 2 Divide the students into groups of four.
- 3 In their groups, students should brainstorm what items they want to see on the visit to the museum. They should come up with questions they might ask to stimulate the reflective process in the museum.
- 4 As a class, have groups share their questions. Prepare a class list of possible questions.
- 5 Present the basics of recording with an iPod and a voice recorder and taking photos with the digital camera.
- 6 Provide each student group with an iPod, a voice recorder, and a digital camera. Have students practice using an iPod by recording their expectations for the field trip and what they hope to see while at the museum.

- 7 While in the museum, students should visit the specified portions of the exhibits and use an iPod to record their reflections on the images they are viewing. As they finish the tour, students can use the iPod to record an overall impression of the exhibits, the connections with their studies in the class, and how they see the material expanding knowledge gained in the class. As they progress through the exhibits, students should take turns using the iPod to make comments on the exhibits. Students can also take turns using the digital camera to take photos.
- 8 Upon their return to class, students should import the audio into iTunes and photos into iPhoto on their class computer.
- 9 Using iMovie, have students assemble the audio reflections, photos from the field trip, and any other digital media from the web or class materials to create a digital presentation tour reflecting upon the trip and the correlation with their course of study.
- 10 Share the digital tours with the class and have students assess the projects as they are presented. You can also post them on the web for viewing by families and the community at large. The movies can also be saved on CDs or DVDs and then shared with others.

Outcomes

After completing this project, students will be able to:

- Communicate their experiences by creating a digital presentation that effectively conveys a point of view
- Understand the interrelationship between their curriculum and the larger community
- Collaborate on a group activity
- Reflect on the images and artifacts seen at the museum
- Employ critical thinking skills to assess one another's work

Technology Skills

After completing this project, students will be able to:

- Use an iPod and a voice recorder for recording audio
- Use a digital camera to take photos
- Import and organize photos using iPhoto
- Use iTunes to import and organize audio files
- Use iMovie to create a presentation that includes photos and sound

Assessment Suggestions

- The projects can be assessed as students present them to the class. Receiving assessment from other students in the class is an effective method to provide feedback to the students for improving future projects. It also helps students to become more critical participants in their own projects.
- You can also assess the project correlation with the expected learning goals and connections with the class content.

Preparation and Duration

A class period should be used to prepare students for the activity. This would include information about the museum, exhibits students are expected to visit, discussion of the reflections process, time for students to work together preparing reflection starter questions, an overview of using an iPod and a digital camera, as well as time to perform a pre-trip expectations audio recording on an iPod.

Students will need another class period or two to import audio and images and create their movie.

Tools and Resources

Internet

<http://education.apple.com/education/ilife/howto/>
iLife How-To guides

Tools

Macintosh computers, iPods, iPod voice recorders, digital cameras, iPhoto, iTunes, iMovie

Note: A voice recorder can be used with all iPod models that have a Dock Connector, except for the iPod mini. (The iPod shuffle does not have a Dock Connector.) For more information, see your iPod User's Guide.

Prerequisite Skills

Some experience with iMovie would be helpful before beginning the project.

Facilitation Tips

Students should be divided into collaborative work groups to complete this project. Each student should be given a specific task to head. For example, students could be in charge of the following: photographer, audio technician and equipment, digital tour creator, and fact expert. This enables all students to lead one aspect of the project and contribute to others.

Technology Tips

- Within the group, it's a good idea to train multiple students to be the technology expert for each piece of equipment. Don't train all the students on each piece of equipment, however. If two people per group understand how to record using the iPod, for example, they can troubleshoot with one another (or if one is absent, another is prepared to use the equipment) and still are empowered to be the expert in something. If all students are trained in using the iPod, some students won't have the powerful feeling of being an expert. Two people per group can be experts on the iPod, two on the camera, and two with using the iLife applications.
- If possible, take extra iPods, voice recorders, and digital cameras, just in case a piece of equipment doesn't function correctly.
- Have students practice with the voice recorder to determine the proper distance and volume needed for best results.